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# THE DEAN OF WOMEN

BY

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UNIVERSITY  
OF CALIFORNIA

BOSTON NEW YORK CHICAGO  
HOUGHTON MIFFLIN COMPANY  
The Riverside Press Cambridge



LC 1567  
R6

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replacing 314-640

**The Riverside Press**  
CAMBRIDGE, MASSACHUSETTS  
U. S. A.

**TO THE MEMORY  
OF MISS AGNES IRWIN  
DEAN OF RADCLIFFE COLLEGE  
1894-1909**

**THIS LITTLE BOOK IS DEDICATED  
IN LOVE AND GRATITUDE**

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## FOREWORD

THIS book upon the position of the dean of women is, I believe, the first to appear upon this phase of educational work. With the multitude of books upon almost every aspect of education, this fact in itself is significant. The position of dean of women is a new one; the duties relating to the post have not been defined; they are in rapid flux; they are not the same in one institution as they are in another. Dean Lois Kimball Mathews clearly analyzes the qualifications for the position, the opportunities offered by it, and what may be accomplished through it.

The book is written primarily from the co-educational point of view. The report of the United States Commissioner of Education for 1913 shows that the number of women in co-educational universities and colleges was somewhat more than 73,000, and in women's colleges was in excess of 24,000. In addition to the above there were about 1300 women in the graduate schools and in special courses in the

colleges which are regarded as exclusively for men. Therefore the treatment covers the problem of the dean of women for three fourths of the women in higher institutions of learning.

The judicial student of education cannot but appreciate the superior advantages of the coeducational institutions in certain respects, and of the women's colleges in other respects. However, it is clear that the duties of the dean of women in a coeducational institution are of a more difficult character than in the women's colleges; for, in addition to considering the strictly collegiate aspects of work, curricular and extra-curricular, the vastly complex social problem enters.

That there are benefits in wholesome association of men and women in the classroom can scarcely be doubted. That there are mutual benefits in reasonable social intercourse cannot be questioned; but, as with other good things, there is a tendency to excess on the part of many. This tendency results in regulation and restraint; and these always present difficult problems.

The vivid description by Dean Mathews of the existing situation for women in higher

educational institutions and her clear discussion of the problems arising in connection with this situation cannot but be of great assistance to the deans of women who are struggling to clarify their ideas, define their authority, and secure definite results.

CHARLES R. VAN HISE,

*President of the University of Wisconsin.*

MADISON, WISCONSIN,

*April, 1915.*



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# THE DEAN OF WOMEN

## CHAPTER I

### THE DEAN OF WOMEN: HER POSITION

**THERE** is in almost every coeducational institution in the United States an official whose chief duty is usually vaguely stated to be "the care and supervision of women students." So unstandardized is the position this official occupies that even the title varies from that of "dean of women" to "adviser of women," "preceptress," or even "lady principal"; furthermore, in one case at least, the "dean of women" is a man! The position itself is often but that of an apotheosized chaperon; it varies from the place of an administrative officer, on a par in importance and dignity with deans of the various colleges which make up the whole university, to the mere presence in a community of a gracious and charming woman who "loves girls."

The duties of the position likewise run a gamut of all known relations which an older

woman bears toward young men and women, from those of a lecturer in the classroom to those of a housekeeper in a dormitory. The position is never the same in any two institutions, nor has it usually many points of resemblance to the deanship in those colleges whose student body is made up exclusively of women. The injunction ordinarily given to a new incumbent is, "Go ahead and make of the position what you can. There are no prescribed duties." And the new appointee wanders from institution to institution to see what other deans of women are making of their positions, finally bringing up at her own office door in a pitiable state of bewilderment and discouragement. The few who have brought the position to any sort of standard and real organization are besieged by letters and calls from others who have entered or are just entering the work, and even from a few hardy and enthusiastic young souls who desire "to prepare to be deans of women." The present discussion is meant rather to be suggestive of new points of view and provocative of thought and argument than as a jeremiad, or to settle for all time any problem.

It is difficult for us who take the higher education of women as a matter of course to realize how recently the groups of college and university women have come in large numbers into the community. Half a century covers almost the span of it, and twenty-five years would inclose the period of tremendous growth in the number of women going to college. The first students in the colleges exclusively for women (like Vassar), or the first women in the coeducational institutions (like Oberlin), betook themselves to those walls because of a passionate eagerness for learning, or because of the necessity of bread-winning. Going to college was not a fashionable pursuit, and the seminary or finishing school was believed by most parents to meet in ample measure the intellectual and social needs of their daughters. So long as young women went to college with a serious purpose, the problem of discipline was negligible, and the few pranks that were played were easily punished by the president of the institution. About twenty-five years ago, however, a change in the character of student bodies became evident. Although the number of serious-minded students was as

large in the aggregate, it was reduced relatively by the influx of a large number of young people whose parents had resources in wealth and in leisure, and who felt, often vaguely enough, that the effects of a college education were desirable. The era had begun of those who came "for the college life" (meaning, usually, everything outside the classroom!) or because of social aspiration, or what not.

Coincident with the surging in of this tidal wave of irresponsible joyousness came a change in the character of the faculty, especially in the women's colleges. The demands for teachers who had higher degrees, who had done graduate work abroad, who were competent to carry on research work and publish books, became keener, and since no one person could do all things, the faculty became more concerned with the intellectual aspects and less with the disciplinary side of college life. Just at the time, therefore, when the problem of the moral, spiritual, and social life of the students was becoming more complex, the intimate relation between pupil and teacher was breaking down. When students

in women's colleges petitioned for self-government it was granted with a good deal of readiness, not only because of its theoretical value, but also because of its practical advantages. The inauguration of self-government associations marked a new era in college administration, because it brought in a different method of handling student problems, at a time when those problems were partaking of the rapidly increasing complexity of our whole social life.

Just as the composition of the student body in the women's college changed, so did the group of women students in coeducational institutions take on a different character. In addition to the sober-minded young woman who came to get an education like that of her brothers, there came in the "social butterfly," the seeker for "culture" without intellectual labor, the "superman." The college began to reflect the relaxed discipline of the family, the lowered spiritual tone of many communities, the complicated problems of inexperienced, unrestrained young men and women thrown together socially without adequate guidance. Parents began to criticize the state univer-

sities especially for lack of supervision of women students and to compare them unfavorably in that regard with Eastern women's colleges. Self-government associations like those in the women's colleges where every student is *ipso facto* a member of the organization were unknown in coeducational institutions. Committees of the faculty dealt with student problems, often without any large enthusiasm, for the all-round teacher who was vitally interested in student problems and student affairs was giving way to the enthusiast in research whose relations to students were often confined within the classroom walls.

The problem was the same in both the coeducational institution and the women's college, — a changing and enlarging student body with less interest in intellectual things, a more complex and elaborate social life within the college, less intimate relations between faculty and students, and more problems of so-called discipline. The woman's college met the situation in part by self-government associations; the coeducational institutions met it so far as their women students were concerned in quite another way. Then it was that the "dean (or

adviser) of women" came into being—to meet a practical need, a social requirement. There had always been in the smaller coeducational colleges, especially the denominational ones, a "preceptress" or a "lady principal." These institutions had cared for their women students ordinarily in a dormitory, where the preceptress presided, and where she also looked after the manners and morals of her charges. She frequently taught such subjects as Biblical literature, English literature, or the history of art. If young men took their meals in the dormitory, and so came in contact with the preceptress, she sometimes wielded an influence over the masculine part of the community as well.

But in the state universities dormitories were almost unknown, and where there was one, the preceptress had no authority outside its walls. The Greek-letter organizations, to which a limited number of young women belonged, frequently occupied separate houses, with a chaperon who was often a figurehead. These young women exercised among their members a more or less mild form of self-government by dint of public opinion. The rest



of the women students were free to do about as they pleased, subject only to such restrictions as the faculty might put on men and women alike. The more thoughtful parents and members of faculties were aware that young women must have more adequate safeguarding in social matters than were necessary for young men ; that indiscretion and folly meant a far bitterer repentance for one sex than for the other ; and that a harmless prank in a gossiping community might have a tragic ending out of all proportion to its thoughtless beginning. Moreover, where there was inadequate provision for living quarters, there was a strong feeling that it was necessary to have some person in authority who could arrange for and supervise in some fashion the lodging- and boarding-houses in which young women must pass three quarters of every year of college life. It was because of this complex situation that there came to coeducational institutions the idea of an official whose duty should be, as has been said, "the care and supervision of the young women."

It was very natural that this official should occupy a position which differed both from

that held by the preceptress of a dormitory in a small coeducational institution and from that occupied by the dean of a woman's college. The machinery for arranging courses of study, granting permission to carry a larger or smaller amount of work than was required of the average student, framing entrance requirements, and in other ways carrying out the educational policy of the institution — all this was provided for by the offices of deans of various colleges and by registrars before the new official came into the community. Because of the hard-and-fast character of college administration it was extremely difficult to loosen any joint or fit in any new cog. Hence the new appendage to the faculty frequently came in under the harmless and inane title of "adviser of women" — with her title and her position equally anomalous. Among certain groups of faculty, students, and even trustees themselves, the new adviser of women was received resentfully and even antagonistically, for it was felt by many on all sides that when students came to college they were no longer boys and girls, but were young men and young women, quite capable of looking after them-

selves. The adviser of women had her own way to make and her position to form in the midst of difficulties of all sorts.

Fortunately a few institutions realized that in a community where the measure of a professor's power and effectiveness both inside and outside the classroom came most largely through his intellectual attainments combined with his personality, it would be necessary for an adviser of women to hold a position on the faculty. As a consequence a search was in a few cases made for women with college degrees and records for post-graduate work which would enable them to be appointed to professorial rank and to give courses on a parity with those offered by men. It was in such appointments that the title "dean of women" was apt to be chosen rather than "adviser of women," and the difference in nomenclature was most significant. When the title combined the recognition of the dual character of the position as dean of women and (let us say) assistant professor of classical philosophy, the situation became yet clearer. But an obstacle was then encountered in the antipathy, open or veiled, to the appointment of women on facul-

ties composed almost exclusively of men. Many institutions which deny stoutly any theoretical objections to women *per se* on faculties, when they go a-seeking new incumbents for positions do not make strenuous endeavors to have laid before their impartial eyes full lists of available candidates drawn from both sexes. The consequence is that men seem to be the only persons eligible and the ranks of new instructors are filled overwhelmingly from the male sex. Appointed under such circumstances, the new dean and professor had to make good against tremendous odds in which personality and charm, valuable as such assets are, weighed out of all proportion to their real importance.

No one can overestimate the advantage of possessing a magnetic, sympathetic, charming personality, when one's lines are laid in a community of young men and women who are impressionable, idealistic, enthusiastic, and given over to hero-worship. Nor are faculties immune where such a personality is concerned, stoutly though they may gird themselves up against such a dire influence when it is incarnated in a woman. But that one should owe the success of one's official life and the tenure of

one's position to the possession of such a personality means putting the emphasis in the wrong place. Yet when one is a dean of *students* and not a dean of a college, when one's work is so largely personal even when it is also administrative, personality must weigh rather heavily in the scale.

As time has gone on, it has become increasingly clear that more is needed as equipment for "the care and supervision of young women" than personal charm combined with a love of girls. For desirable as such equipment may be, young women — and young men also — in a college community look for the sign of certain definite intellectual and spiritual attainments, and for tactful, skillful leadership born of large-mindedness and wide experience before they give to any man or woman their unqualified, enthusiastic, loyal support. Very few state universities were wise enough to see this situation at the beginning, and a number are yet unconvinced. One prominent institution began with a dean of women who was also an assistant professor, after her departure allowed the whole position to lapse, later filled it with an adviser of women who did not teach, and

now has a dean of women who is also an associate professor. In that way only, perhaps, can experience be gained as to the best method of working out a problem whose solution is at best a difficult one.

One must not forget to note the part which the Association of Collegiate Alumnae has played in setting unequivocally before a number of institutions the necessity under which they have lain of appointing deans of women who shall be teachers as well as administrators. But the conversion of many institutions has been slow, and a few are still laboring in a light which is dim but not necessarily religious.

The inception of the office of dean of women in state universities may be assumed to have lain in a practical need and a vague fumbling about to meet it. Out of that earlier situation, however, there has now emerged a large necessity with more precise definitions, and the position of dean of women should have grown and developed in corresponding degree. This large necessity is concerned first and foremost with the intellectual life of the women students. A quarter of a century has seen an extraordinary multiplication of college courses and an

increasing differentiation in the character of institutions open to women. It is natural that coeducational institutions should proceed more slowly in meeting the situation for women than they do for men. Courses which are definitely planned to meet specific requirements which shall fit men for professions of various sorts, medicine, law, engineering of all kinds, agriculture, and so forth, are provided in most institutions with ease and with alacrity. But these courses are primarily for men, and it requires some hardihood and a good deal of conviction on the part of women to bring their enrollment in these courses. On the other hand, courses for women in institutional management, in secretarial work, in social service, the coeducational institution finds it difficult to provide.

The danger is that coeducational institutions will continue to be in the future as the vast majority have been in the past, — institutions for men, with requirements set at a man's pace and to meet his needs, where women are admitted, rather than institutions which provide with equal readiness, ingenuity, and enthusiasm courses for both sexes. To be more ex-

plicit: women's emergence into new and highly specialized aspects of economic and professional life has been so meteoric that it has been difficult to provide courses which would fit them for these various vocations, partly because of the constantly shifting character of the vocations themselves and the consequent vagueness in the matter of preparation for entering them, and partly because men administrators in coeducational institutions have attempted almost single-handed to work out women's problems. Nor has this situation — that of men's organizing or ratifying courses for women — been due wholly to the fact that men are in the preponderance on faculties in coeducational institutions; it has been brought about also because of the small number of college-bred women competent to work out vocational training along any other line than that of teaching. The impetus to preparation for other occupations than that of teaching has frequently come from women who were not themselves college-bred, but who saw by practical experience the immense value of having as a foundation for these occupations the background of discipline and information which, when it attains its

•



purpose, the college affords. By far the greatest number of women who go into occupations other than teaching have to-day to prepare themselves for these occupations — if definite preparation be made at all — in especially equipped schools and colleges, whose single-minded aim is vocational training.

Just here is to the writer's mind where the position of dean of women has greatest possibilities — in making her, so far as she may be, an expert on women's education in a coeducational institution. This would not mean that every college to which women are admitted should be vocational, nor that vocational work should invariably begin in the freshman year. It is desirable that colleges like Vassar and Bryn Mawr should keep their curriculum clear of such courses; it is equally imperative that coeducational institutions shall preserve intact a college of letters and science. But even in a course whose main purpose is intellectual discipline and training one may, from the immense opportunities offered, select those which will form an adequate foundation upon which one may rear a vocational superstructure, and still get the broad outlook and beginnings

of cultivation for mind and spirit which the non-vocational college course must give if it is to fulfill in any way its primary function. The point is that in state universities more especially where all classes and kinds of young women should be prepared for life if the taxpayer is to be convinced that he is not educating the favored few,—and those few he may feel “out of their class,”—vocational courses must be provided side by side with the traditional courses. There has come to be a considerable differentiation in our women’s colleges: for example, the type represented by Vassar College, from which vocational work is rigidly debarred; another like Simmons College, where vocational work may proceed at once upon the basis of the high-school course; and a third like Margaret Morrison Carnegie School, where two years of vocational training follow two years of foundation training on a broad scale.

Must not the state university at least provide all these types? Must it not maintain its vocational college alongside of its college of letters and science for those girls to whom six or seven years of preparation beyond the high

school are impossible? Must it not also provide a middle ground, where two years of a broad foundation may be overlaid by two years of vocational training? These are questions which a dean of women may well consider within the realm of her thinking, and their solution within the field of her endeavor; they are questions which coeducational institutions must answer, yet cannot do so adequately without women's advice and aid. No "glorified chaperon" will be able to grasp the situation and cope with it; no woman who merely "loves girls" in a vague, emotional fashion will be able to convince a faculty of men or a body of hard-headed trustees of the necessity under which they labor of meeting the present economic, social, intellectual, and spiritual needs of women. More than charm and natural social gifts are required of a leader in women's education; the times call for an intellectual, spiritual, and social equipment of the highest order on the part of those who are to contribute a sane, clear-cut, and large-minded point of view.

If one were to follow up this function of a dean of women to its ideal conclusion, one would say that a woman's point of view might

well be taken in a coeducational institution where problems of men's education, moral and intellectual, were discussed. One feels a profound pity and sympathy for the father who, because death or incompetence has deprived him of his helpmate, struggles single-handed to rear his family of girls and boys. He is indeed fortunate if all his female relatives do not rush in a body to his rescue from an excess of zeal and compassion for him! Why should one expect men to cope alone with the complex problem which the education of young men presents to-day in the lax atmosphere which too often surrounds them both at home and at college? The men's college can take care of itself;—it has for a number of hundred years and will continue to do so. But if a coeducational institution is to bring to young men the refining and ennobling and cultivating influence which its most zealous adherents claim for it, then the woman who is brought in to be a leader for the girls can scarcely be delegated to the lowest seat in the congregation. It would be difficult to determine just how far many a young man's ideal of women as well-bred,

well-trained, thinking persons has been lowered by the attitude of a faculty which patronizes if it does not ignore the woman who has been called in to take over problems of discipline which men did not care to consider.

There are exceptional institutions which make their dean of women assistant chairman of their student affairs committee, with the possibility of acting as chairman in the absence of the regular incumbent. Every institution ought so to recognize its dean of women, for if she be the right sort of woman she ought to have that place. She ought further to have a definite opportunity for giving to the community whatever experience and advice she may be able to muster in solving all problems, whether they concern men or women or the relations of each to the other. I have said that this is ideal; so it is. But it is also the part of wisdom and of fair play. Men and women bring out of an unlike experience and quite diverse traditions different points of view and different reactions upon the same question. Why not have the advantage of two minds rather than one? And be

it said by the way, that men do not care for a man's mind in a woman's frame, although, in an excess of complimentary speech, they may so designate what they consider an exceptionally clear mental attitude; a "perfectly good" woman's mind is something no woman need be ashamed to possess nor any man reluctant to recognize.

It is curious that colleges should be slower to recognize the value in their councils of women's experience of life than are committees of business men engaged in rehabilitating a city or a slum district. But coeducational institutions are prone to intrench themselves behind a high wall of conservatism, and, in a passionate endeavor to preserve what of culture and of high-mindedness they may, fail to admit new reinforcements to their garrison, although these reinforcements would immensely strengthen their position.

It has been stated above that the office of dean of women was created partly because of a feeling that young women in coeducational institutions should be cared for in a fashion commensurate with that in vogue in women's colleges. Yet the dean in the women's col-

lege and the dean of women have such very unlike positions and such dissimilar functions that it is entirely possible to differentiate the places the two occupy in their respective communities.

In the first place, the dean of a women's college is very like the dean of any one college in a coeducational university. She is *ex officio* chairman of those committees which look after entrance requirements, accredited schools, students on probation, etc., with this work as her prime object. She may or she may not have charge of the housing problem, employment work, discipline, and similar aspects of the social and moral welfare of the students. She rarely teaches. But she has no superior officer save the trustees and the president, and she is responsible only to them. The only appeal from her decisions is to the faculty and to the president. She has but one public opinion to meet on the part of the student body, and that is women's opinion. Her position is quite clearly defined and unquestionably important. Her success is measured largely by her administrative capacity; her personality and the possession of tact and

sympathy are valuable but not invaluable assets for her position.

On the other hand, the dean of women, as we have seen, is but one dean among a group; she is, moreover, a dean of students, and not of a college. She has to compromise with and conform to the wishes and requirements of a whole group of men deans whose work is more specialized than hers and is tending toward a different object. A fractious student may appeal from her decision to a dozen other authorities besides the president and the faculty. Since a woman is apt to be more rigid and unyielding in disciplinary matters and more uncompromising where questions of student morals are concerned than are her masculine colleagues, her decisions are more apt to be appealed from and her authority overruled than would be the case with her *confrère* in a women's college. But what complicates the situation most of all is that she finds a three-fold student public opinion, each part of which differs from the other; for she has to meet the opinion of the women students, the opinion of the men students, and a third opinion which is a composite of both. The final situation she



has to meet is probably a modification of the last-named, since one significant feature of co-education to-day is the apparent reluctance of the majority of women students to think or to act independently. I am not now speaking of individual students, but of the whole mass of women students as at present constituted. They tend to play men's sports, to attend men's games, to rush to men's mass meetings, to underestimate the fun in "girl parties" where no men are present, and to interest themselves in the amusing politics of the men rather than to develop any life or opinion which is distinctly their own.

If the result were a really coeducational society in a really coeducational community — one would feel that the situation might be quite right and proper; it would at least be logical. But when it seems to result in less initiative and less ability to deal with women's problems than is developed in the women's college, is not the situation somewhat deplorable? For when all is said and done, the majority of young women are going after college into their own homes and are for the most part to find the bulk of their associations with

women and children. It is the business of a dean of women to develop and help the young women to develop their own organizations and their own social life so far as to achieve this end; that by these means an apprenticeship may be served for the great business of living. She must then undertake to form and lead the first of the three forms of public opinion noted above — that of the women students themselves — and to guide the third, the composite of men's and women's reaction on a situation. Student opinion, intolerant, impatient, and immature though it be, is everywhere wholesome and sound if one can get to the core of it. But in a women's college it is almost wholly formed by the mere presence of the student body; it is shaped by the constant contact with administrators and teachers which the somewhat isolated life characteristic of most such institutions fosters and by the daily meeting shoulder to shoulder in classroom and chapel. In the state university especially, and still more particularly in the ones which have the largest attendance, there are no such effective instruments for moulding and directing student thought and ideals. It is just at this

point that the largest aggregations of students are likely to lose ; the working of mob psychology finds all too fertile a field, and the conservation of traditions of good breeding, clean fun, intellectual attainments, and high morality becomes ever more difficult. The problem is stupendous any way you look at it. Its solution calls for all the God-given powers of faculty and students alike.

A dean of women is called upon constantly to address groups of women students — the different religious organizations, the self-government board, the association of Greek-letter societies, the College Equal Suffrage, the Consumers' League, and the different classes ; and they want and expect her to speak seriously but not sentimentally of the concerns of college life in its broadest aspects. Few institutions have in their midst any one man upon whom demands of this sort are so great. It would manifestly be unfair to leave the finer and more delicate aspects of college life to be held together and the pace set higher by the sheer moral force of one woman working single-handed. If we are not careful this is where we shall find ourselves, and more than

one dean of women will resign because, as has been said, "She cannot remain longer in an extra-hazardous occupation"!

It is not necessary to dwell upon the danger of libel and slander suits which she runs in the simple performance of her duty. In communities like those of the larger coeducational institutions it sometimes becomes necessary to weed out one student that the rest may lead the wholesome life with which they must be surrounded. The more of a menace such a student is, the more unscrupulous will be the means employed to retain a foothold in the community. It is nerve-racking and should be unnecessary to suffer martyrdom in the performance of one's simple duty. And the present salary of deans of women will not bear the strain of many lawsuits.

It ought in some way to be made known without question or equivocation that any institution will regard an attack upon any of its officials as an attack upon itself; that every resource will be made available to defend a righteous cause; and that no administrative officer will have to bear alone an insidious undermining of her influence and her very

position itself. Presidents and trustees of state institutions will do well to consider at length and with care just how the position of a dean of women may be made less "extra-hazardous." It is almost inconceivable that the dean of a women's college should be placed in such a difficult position, partly because such institutions are privately endowed and so may handle problems of discipline with a freer hand, and partly because public opinion is more uncomplicated, as has been said before. It is all a part of the fact that the two kinds of deans differ greatly, and that the dean of women has even yet a far less well-defined and well-standardized position than has her sister official in the women's college.

Yet in spite of all its hazards and its many vaguenesses, both theoretical and practical, in spite of the fact that its greatest possibilities have not yet been generally recognized, the position of dean of women is emerging into a definite administrative and academic office.

The underlying principles upon which it proceeds are: first, the right of a woman to the highest possible individual development, intellectual, moral, social, and spiritual, to the

end that she may be the best kind of woman ; second, the right of a woman to the highest social development in the sense of responsibility to and realization of the group in which she finds herself — the family, the civic community, the economic group, and the State. The organization of the office should be the attempt to realize in a practical way the ideals their underlying principles represent.

Suppose we take as a starting-point in the realization of these ideals, as the largest and most important function of a dean of women, her relation to the educational policy of the institution with which she is connected. How shall it be made concrete? First, by her actual membership, with a power to vote, upon committees which determine that policy. If unhappily the custom is for the inception and conduct of new plans to lie with the trustees or the president or individual deans of the various colleges, then she will find a discontented, disaffected faculty, with no unity within the institution, and a lack of strength to present to the world without. She would be wise to refuse to accept a position where such high-handed conditions exist. If, on the

other hand, the work of the institution is done by committees, whose action is ratified by faculty vote, she can go in as a member of those committees, taking her chance on an equal footing with her colleagues. There, in open debate, can she set forth the consensus of opinion regarding educational policy along all lines, getting as well as giving, and feeling that however slowly changes are brought about, nevertheless she has given her best and seen fair play.

Second, she can identify herself with the educational policy of the institution by her membership on the committee which considers cases of exceptional students — such as those taking more or less work than the average student, those who are to be dropped for deficient scholarship, those who are to be readmitted after having been dropped, those who are put on probation. She may also interview the young women whose cases are to be considered, and present the facts and recommendations in clear, impartial fashion without wasting the time or the emotions of her committee.

Third, she can help in formulating the work

of departments like that of physical education, where the tendency has been all too great to tie it up as a subordinate part of the men's department, and to ape their sports and their methods. Certainly the physical education of women ought to keep constantly in mind the supreme function of motherhood and weed out all sport or exercise which will interfere in the long run with its performance. Moreover, directors of physical education are specialists with the defects of their virtues. They are inclined to overemphasize the place their work occupies in the college course, to feel that the work of the classroom may well stand aside before an intercollegiate game with one's deadly rival, and to refuse stoutly to consider the problem involved where a student plays hockey or football so much of the afternoon that serious mental labor in the evening is impossible. It is the dean of women to whom the indignant mother comes with a tale of woe concerning the daughter who prefers to saunter the three or four miles between her home and her classroom, to doing one hour's work three times a week in the gymnasium. "And Mary cannot do both," insists the



mother in conclusion. The dean of women ought to bring in the point of view of the whole college and the whole college life, contributing an outsider's opinion to counterbalance that of the specialist. The writer believes that in a coeducational institution the two departments should be separated, since the work for the women both in the gymnasium and in the field needs development along different lines from that of the men. Physicians and surgeons are not to-day as a body wholly sympathetic with women's athletics in college; yet the fault is not entirely with the practitioner. Women need to pin their minds to work upon physical education for women far more effectively than they have in the past, and a dean of women may well lead the campaign.

Fourth, the dean of women who is to be of the greatest service on the side of the intellectual life of a college or university, must win her spurs in the classroom. She ought to have had sufficient graduate work and enough teaching experience to enable her to offer a course not necessarily to freshmen, nor to graduate students, but to young men and women undergraduates who know what good teaching

is and who respect good teachers. There is no more effective place for inculcating respect for women's powers and equipment than on the teaching side of a desk in a college classroom. The effect upon a student body of having a woman who holds both professional rank and an administrative office may not be obvious, but it is none the less real. And whatever may be the case so far as the student body is concerned, certainly such a woman has far more power when she seeks the coöperation of a faculty. It is the most natural thing in the world, when one judges one's colleagues, to use as a measure of capacity and effectiveness the success with which precisely the same sort of work is done. That is, it is very natural that a professor of English literature should judge the achievements and ability of a dean of women far more through her success as a teacher than as an administrator. Since no dean of women can go far without the support, coöperation, and good-will of her colleagues, it is vital to her effectiveness that she should teach.

But there are other reasons for her teaching which are to the full as vital as that just named. When one has perpetually under con-

sideration problems of administration, organization, and discipline; where one is, moreover, able to go away from the community only at infrequent intervals; where one is in constant contact with people who thoughtlessly or innocently propose to discuss in and out of season the situation at which one is working; where one hopes to win and keep the respect of the student body, — then to preserve one's soul alive and to keep one's mind upon the distant vision it is absolutely essential to have a part in the intellectual life of the community. Just why people should feel free to criticize the work of a dean of women when she is a guest at a dinner party, or when she is encountered quite casually at a street corner, can probably only be answered in another existence. Certain it is that she can by such means be too easily depressed beyond the point where she can do effective work; and one potent remedy for her lies in her ability to bury herself in an intellectual pursuit where she may regain her idealism and her sense of proportion, and emerge again with her realization of the humor of the situation unimpaired and her soul refreshed.

The work of a dean of women is susceptible of a classification which may be helpful in clarifying a discussion of its place and its value in the community, as well as in giving concrete form to the ideals which are its foundation and in the last analysis its justification. This classification divides her duties into administrative, academic, and social. Sometimes these divisions overlap, but on the whole they are distinct. Since this organization is already in operation in at least one state university, it has the advantage of being a reality and not a theoretical scheme.

Under administrative duties come the participation in the work of trustees' committees, concerned with affairs affecting women, such as construction of dormitories, appointment of mistresses of halls of residence, etc.; in the work of faculty committees dealing with the curriculum, discipline, loan funds and scholarships, hygiene, and special committees with students on all kinds of student problems. There fall also under administrative duties the organization of an annual vocational conference for setting forth opportunities of which students may avail themselves in occupations

other than teaching; the work of vocational guidance in so far as such work is advisable; the oversight of rooming-houses, and the task of finding employment for young women who must wholly or in part work their way.

Under academic duties come the actual teaching work which the dean of women may do, and any other task which her colleagues as faculty members may perform. For instance, as a member of the history department in an institution where a thesis is required before a student can be graduated, she may have a group of seniors doing research work under her direction. She may also serve on the committees in her academic department which examine candidates for higher degrees. As a by-product she may do a piece of research from time to time in her own field in investigation. It has a very wholesome effect upon a dean of women and upon her faculty *confrères* if once in a while she finds herself able to slip into university post-boxes copies from some professional journal of a reprint bearing the inscription, "With the compliments of the author"! Her academic and administrative duties overlap in such matters as investigation of reported

absence of students from class, of failure to make up back work, and of the cause of failure in a given course. Here lies a large amount of work requiring tact as well as wide knowledge of university problems.

Her social duties are limited only by her strength and the hours in a day. She must meet freshmen and returning students informally at the beginning of the year, both in her office and out of it. She must be present when possible at student functions—but as a guest of honor, not as a chaperon. She must keep an “at-home” day once a week throughout the year, in a place where students may come readily and without embarrassment for the simple hospitality which she dispenses. She must dine out with students as she may be asked; she must entertain at times for university guests as well as for her own. She must try to see parents when they come to visit their children, although the coöperation she gets from them is usually far less than she has a right to expect. In and around her social duties, using that phrase in its broadest sense, is her constant obligation to meet organized groups of students on their invitation, that

she may set before them as an older woman can the problems which confront them in college and out of it. Young women are keen for all sorts of discussions in every field of human thought; their eager passion for truth should be recognized and helped to good uses, should be trained to action, and not allowed to expend itself in pure emotion. Many girls come to college with the idea that "social experience" means the ability to walk into an afternoon tea party with assurance, and to use with invariable correctness the proper forks at one's place. That it should mean the ability to make any man, woman, or child at home in one's presence because of a fundamental sympathy with the ideals of every human being who has any, is as startling to the average freshman girl as it is new. With the social duties of this larger sense which devolve upon a dean of women, one might deal almost indefinitely.

Administrative, academic, social — such is the threefold aspect of the work of a dean of women in a state university. It is evident that where this is the development of the office, no one woman can possibly compass it all. What

will be undoubtedly required is a group of women under the dean's direction, each of whom will combine, as does the dean herself, the threefold duties of administrative officer, teacher, and social leader. It ought to be impossible to call any woman into a college community for disciplinary and social duties only. She must be admitted to the intellectual life as well. The presence of such a group of women living for a term of years in a university community ought to bear fruit in its effect upon student bodies. If one might forecast the results of such an arrangement, one would certainly lay stress upon the higher moral tone, the air of better breeding, the increased significance of the intellectual work, and the heightened respect of men and women for each other which could not fail to follow in its train. We all deplore ultra-feminism and sex antagonism as insidious enemies of women's real development. Let us rout them in our state universities by sane and high-minded methods, by teaching in theory and in practice that in the solution of great human problems both men and women are needed, working side by side in a spirit of unselfishness and fair play.



## CHAPTER II

### THE PROBLEM OF LIVING CONDITIONS, AND THEIR RELATION TO SOCIAL CONDITIONS

ONE of the most obvious as well as the most complex problems with which the dean of women has to deal is that of finding and keeping suitable living conditions for the women students under her care. When all students lived either in college dormitories or in their homes, as was the case in the majority of institutions fifty years ago, the matter was fairly easy to adjust. But with the extraordinarily rapid increase in the number of young people who take college courses, few even of those institutions which are most heavily endowed find it possible to provide under their own roofs sufficient room for their students. The state universities, supported as they have always been by public taxation, have rarely made any effort to erect halls of residence; but where they have put up such a building, it has been for the young women. Chadbourne Hall, built in 1871 for the women

students who were taking the normal course in the University of Wisconsin, is one of the oldest halls of residence in a state university. Even to-day a number of state universities have made no effort to build dormitories for either men or women because of the necessity under which they lie of increasing classroom, library, laboratory, and teaching facilities, and of raising salaries in order to compete with the more heavily endowed institutions not supported by the State. As a consequence, there has arisen the problem of the student lodging- and boarding-house, and the Greek-letter society house. The discussion will be clearer if each one of these classes is taken up in order.

### *1. The college hall of residence*

Every dean of women who has one or more halls of residence under her jurisdiction feels herself thereby fortified greatly in doing her work; and every administrator who has none spends time and energy in trying to convince the "powers that are" of the necessity under which they labor of constructing such houses. The advantages of halls of residence ought to

be obvious ; but it may not be amiss to enumerate a few of them. In the first place, they set a standard of kind and cost of living in a community. The rent of rooms in a hall of residence ought to be slightly lower than that of the average of the lodging-houses ; but the furnishing, light, heat, and care of the rooms should be better than that of any, save perhaps the extraordinary outside house. The price of board should be lower than that charged by the average boarding-house keeper, who has her living to make out of her project besides paying overhead charges ; but the food ought to be better in quality, in cooking, and in service than in the outside house. By this it is not implied that the university or college should not make halls of residence pay for themselves ;—far from it. They ought to be made to meet all operating expenses, current repairs, and improvements, and — in the case of dining-rooms — to pay a steward's salary. If privately endowed colleges can operate their halls of residence in this way, there is no reason why the state university cannot ; and there are cases where halls of residence constructed for privately endowed colleges on borrowed money have netted three

and a half to four per cent on the investment. The only difficulty is that in the state university room-rents and board cannot be put up too high, or students will live in outside houses, and so the value of the halls of residence as powers for good in the community will be nullified. There is probably no direct way of compelling students of a state university to live in halls of residence; whatever compulsion there is must be of the indirect sort, by dint of providing better quarters and better food at a slightly lower cost than is asked elsewhere.

The second advantage of halls of residence is in providing one large group of young women through whom a social standard may be set. This group tends to be the center of college life and to wield a strong public opinion which may, under proper guidance, influence every other group in the community. The largest group ought to be the most influential; and where there is a hall, this is the largest group.

It is usually unwise for the dean of women to reside in the hall or to be the mistress of it; for a dean of women must be outside all groups, on neutral ground, unidentified with any particular set of students, if she is to have

the most vital influence. Moreover, she cannot do the detailed work, living at such close range with a group of lively girls, which would be exacted of her were she mistress of a hall of residence, and at the same time do the larger work which has been outlined in the previous chapter. It will, therefore, be necessary to have a mistress of the hall, who shall have charge of everything save the actual housekeeping, and, in the writer's opinion, should also do a few hours' teaching during the week. The mistress of the hall should if possible be a college graduate, whose college career lies not too far in the past, who has had experience in teaching and experience of life, who is strong and vigorous, tactful, cultivated, and resourceful. If she does not teach, she can take over certain other work which falls within the dean's department, — as the vocational guidance, the employment work, the cases to be considered for loans and scholarships. It is probably wiser, too, that she be paid a fixed salary, paying back to the institution a certain sum to cover room and board, than to be paid, for example, \$700 with room, board, and laundry. The former plan simply involves a difference

in bookkeeping; yet it is distinctly advantageous to the holder of any position to have her work rated in money rather than in money and something else besides. One rarely listens to the "room and board" phrase, and comes to regard the money actually received as being the real salary.

Besides the mistress of the hall, it is wise to have a stewardess, who shall be responsible for the housekeeping and for the dining-room. The stewardess should have had a course in home economics and in institutional management, and should know by practical experience how her department may be best administered. In some institutions this position has been filled by an instructor in home economics, and the arrangement has been satisfactory. It is certainly wise to use the hall of residence as a laboratory in which to teach institutional management; if the stewardess be also a teacher of that course, her salary can be more easily distributed, and thus a double advantage accrue. There is liable to be a conflict between the standard which a dean of women feels should be set on what is in the largest sense the social side, and the standard which economy demands

as the stewardess sees it. For instance, the dean of women may feel for various reasons that it is desirable to have coffee served in the drawing-rooms on Sunday afternoon; the stewardess finds that an eight-hour day for her servants interferes with any such extra service. The mistress of the hall wishes to have a buffet supper on a Sunday evening as a prelude to an informal discussion of house problems or of affairs of daily life; the stewardess sees too much work in the project. Making use of these adjuncts to strengthen the situation within the hall is the constant aim in the women's college; if the dean of women can make use of them, her influence can be greatly deepened. It is well, therefore, where it can possibly be done, to have the relation between stewardess and dean of women so defined as to have the final decision in matters concerning student welfare in the hands of the latter, who is an administrative officer of the institution.

The third advantage has already been suggested — the possibility of using halls of residence as laboratories for teaching institutional management, and need not be further discussed.

How large shall the ideal hall of residence be? If one were to speak for the privately endowed institution, one might answer in two ways: twenty-five girls make an ideal social unit if one wishes to develop family ideals of association among girls and with their house-mother; or one may answer that a hundred makes a good social unit in that no girl is thereby compelled to enter into close relations with her mates, and her room in that case becomes her castle. There is no question over this fact — that the hall must accommodate seventy-five girls if it is to be the ideal economic unit. In practice, for a state university, it is probably necessary to house one hundred and twenty-five or one hundred and fifty girls in each hall if the expense to the State is not to be greater than can be justifiably asked. Since necessity dictates that so large a number be housed, it is a good plan to have two dining-rooms for each hall, with accommodations in each for girls who shall come in from the outside lodging-houses for their meals. For example, in a hall where one hundred and fifty girls are housed, there may be two dining-rooms each accommodating one hundred



girls. In this way the outside girls may have some of the advantages which the hall of residence affords, both in providing good food and in being a social center.

In constructing a hall of residence, a few things should be noted with care. There must be one large living-room which will accommodate at one time all the young women in the house, in order to cultivate house spirit among the residents and to provide that leverage for the mistress in charge which must be present if the hall is to achieve its greatest purpose. Here will be held the semi-monthly house-meetings, the Sunday evening reading or "sing," the Sunday morning chapel service. Here will take place the receptions, teas, and dances which go to make up the social life of the hall. Here the young women will dance after dinner before study hours begin. No small room will take the place of the large living-room. Unless some alumnus or alumna comes to the fore, the state university will probably be unable to provide so perfect a room with furnishings, pictures, and books selected with such exquisite taste as one finds in what is probably the most beautiful college

living-room in this country — the one in Olivia Josselyn Hall at Vassar College. But even the state university may have a living-room in such good taste and at such a cost that it may serve as a model in its way for the students.

Besides the living-room, there should be, in a large hall, a small reading-room, where it is understood there will be absolute quiet. If we are to emphasize the intellectual life of the university, we must make some provision for fostering it. So many students come to-day to college with no love of reading, no experience of it, or even a positive distaste for it, that if by putting the better class of magazines and some good books into a quiet room one may thereby foster a desire to cultivate the companionship of authors, certainly there is an obligation upon one to do so. The quiet reading-room is worth trying.

A small reception-room for callers is desirable, inasmuch as it leaves the living-room and reading-room freer for use by the residents of the house. One or two guest-rooms are a luxury, perhaps, but they make it possible for a mother or sister or friend to come for a few days and not disturb the student by

having no place save her room in which to while away the idle hours of a visit. It is well from the standpoint of the administration that mothers come for a few days' stay ; they often see a great light and give much needed co-operation in dealing with student problems. Moreover, a college guest of distinction is often a source of great joy and real pride to a group of college girls, especially when she is regarded as the guest of the entire house. By all means have at least one guest-room.

The mistress of the hall should have her own sitting-room, her bedroom, and her bathroom, since only by these adjuncts can she have the dignified position and the privacy to which she has a right. It is difficult for untrained girls to know the difference between an enforced intimacy rendered necessary by too close living-quarters and the nice friendliness of good comradeship. The situation must be made concrete and clear before they grasp it. There was never an adage more true than that "familiarity breeds contempt" ; and the sort of informality which is born of insufficient privacy of life is a most potent source from which may come lack of respect. The

college girl is all too prone to do away with any reserves of mind or person ; the value of a certain sort of high-minded reticence and personal dignity has in many cases actually to be taught. No mistress of a hall can make her charges see what she means by keeping their own counsel and being chary of too great intimacy with too many people unless she can live out her theories. The university must help her by giving her suitable and dignified living-quarters.

The size of the dining-rooms has been discussed, and it would seem at first blush that there could be no refinement of living where a hundred noisy, high-strung young women must take their meals together. Round tables afford a most helpful solution of a number of aspects which the question assumes. In the first place, eight girls at a round table make a group compact and small enough for general conversation at a possible pitch of voice. In the second place, better service is possible at a round table, and less obtrusive service where the girls are obliged to assist one another in passing food. It is well to put in a senior girl as head of each table, and through these sen-

iors get better table manners, better and more quiet conversation. If here and there an instructor whom the students respect and admire will come in for her meals and preside at a table, even if only at dinner, the dean and the mistress are fortunate in having her influence. Where there are two dining-rooms in a hall, the mistress of the hall may preside in one, and the senior who is house president in the other, each of them having a few girls for a week at a time at her table. If the mistress and the house president exchange places each week, each one comes to know both dining-rooms. Since the dining-rooms are supposed to have, besides the residents of the hall, some of the students living in lodgings, the mistress of the hall comes to know these outside girls and make them feel their quasi-membership in the group. Many students like to shift tables each semester, and this arrangement has obvious advantages. The tables should always, however, have representatives of all four classes, so that the upper-class girls may feel their responsibility toward the under-class girls, and exercise it. In most halls a certain amount of informality must exist at breakfast and lunch-

eon ; but it is certainly wise that dinner should be as formal a meal as possible. For instance, at dinner the girls should not pass into the dining-rooms until the mistress, the house president, and house guests have passed in ; all should stand until the person presiding in the dining-room sits down ; and no girl should leave a table until the whole group is ready to rise. With so little opportunity for inculcating good manners as the hurried life of the present-day college permits, every chance has to be seized. The service in the dining-room should be as good as it can possibly be for the money expended, since many a girl gets here her first ideas of what is good service unobtrusively performed. In many halls of residence the service is performed partly by paid waitresses who also assist in the care of the house, and partly by girl students who are in part at least working their way. But the service should be in that case even better if the matter be properly handled.

Coming now to the details of the student rooms in a hall of residence, the debated subject of double *versus* single rooms arises. The ideal dormitory should probably have both,

but more of the latter than of the former. Most girls would do well to room alone in order to have in case of need a place where they may be for a time by themselves in peace and quiet, and where they may cultivate a few close friendships. The living-room will be the place where they learn to be "good mixers," and if they show themselves friendly, their own rooms will be a meeting-place for their friends. But one of the reasons why young women are so restless and discontented after they leave college is because they have become used to living in droves, never having a quiet moment for thinking, or reading, or sewing, or "inviting one's soul"; they have been used to having always a half-dozen intimate friends careering about in their rooms, doing everything in threes and fours, and getting hysterical without knowing why. Yet there are girls who need to live at close range with other people, learning adaptation to another person's desires and rights, coming to know how to give and to receive sympathy and companionship, and achieving a "social sense" which a good many girls lack. The state university ordinarily cannot provide suites of rooms,

consisting of two bedrooms with a common sitting-room, because of the expense such construction entails. Therefore a combination of a majority of single rooms with a minority of double ones is probably the best and most feasible plan. Each room should have single beds, whether the room be for one person or two, and these beds should be of such design as can be made to look in the daytime like a couch. The garrets of at least one of the oldest women's colleges in the East are filled with bedsteads of an ancient design which the students steadfastly refuse to utilize. Each room should also have a large closet.

Bathrooms should have as many washing-bowls and tubs as can be provided within the given cost. A few shower baths are desirable, but the tubs cannot be wholly eliminated in favor of showers.

If a small kitchenette can be provided on each floor where the students may do a little cooking, the danger of fire will be minimized and the joy of the girls greatly enhanced. Every freshman has to live through a period of fudge-parties and chafing-dish orgies, and the college would do well to help make these



periods as short and as little deadly as possible.

After the physical equipment has been provided, there comes the all-important question of house organization. Every dormitory family should be made up of representatives of all four college classes, but in state universities the freshmen may well constitute nearly one half of the entire number. These young girls are the least experienced in the college group, are just feeling their wings and having their first taste of independence, and if they are to be brought into touch with the standards which the college maintains within and without the classroom, they can be most easily and quickly trained in a hall of residence. The sophomores should form the next largest group, the juniors next, and the seniors the smallest, since the upper-class girls are better able to look after themselves and may be more depended upon to maintain standards when they live in lodgings than are the under-class girls. It is well to have seniors and juniors selected from former residents of the hall, since traditions can thus be in some measure conserved. The proportion in Barnard Hall,

one of the two halls of residence for women which the University of Wisconsin has erected, is not ideal, but it will serve as a standard; out of one hundred and thirty-seven residents, fifteen are seniors, twenty are juniors, thirty-five are sophomores, and sixty-seven are freshmen. Graduate students are excluded from residence because they are best able to shift for themselves; but they are helpful as heads of tables. The whole group chooses its house president from the seniors who have been resident in the hall; this officer is to represent the hall socially, to preside in one of the dining-rooms, preside at house meetings, be chairman of the executive committee, and of the group of proctors who are elected to represent each floor. The house president also is *ex officio* a member of the self-government association board, and may have other elected members serving with her.

It is through the house organization that the mistress of the hall may work very effectively. Her work will, indeed, be a combination of serving on committees with students and of helping individual students. She will probably have to show her charges the differ-

ence between student-government and self-government: — that is, between government by a group of students and the government of each student by herself. She must make clear the fact that no girl has a right to make a disturbance until a proctor, whom freshmen are prone to conceive has been elected to preserve order, comes in “to call her down.” Self-government is the ideal toward which every college administrator is striving, and its nature cannot be made clear too early in a student’s career. The mistress of the hall ought to attend house meetings, but she must not direct them nor seem in any way to dominate them. It is often the most difficult thing in the world to let students do poorly what an administrator could do well, to permit mistakes to be made that an older person might have prevented; but any thoughtful mother will tell you that often actual experience of bumping one’s head is the only way to prove that a wall is hard, and that humiliation over one’s error is the best teacher in the world. Students have a right to make their own mistakes; and administrators will have to let the mistakes be

made if self-government is to be taught as a reality.

One last question comes up before the discussion of halls of residence is laid aside. In state universities where a large number of students come from outside the State, applications from these students may be first in point of time and greater in numbers than those from students who are children of taxpayers who contribute to building those very halls. Shall preference be given to students resident within the State? When the matter has been discussed on all sides, the writer believes that such preference should be given. One reason why parents send their children to a university outside their State is because such halls and the influences they wield are present; if every state university provided them, no one institution would be selected because of the greater care with which the young women students are there surrounded. It is unfair, when a State has attempted so to protect and help its own children, that these children should after all have to take the less desirable lodgings. If this is likely to be the condition which will arise, then it would seem

fairer that the children of taxpayers should have first choice of rooms in halls of residence. If a further distinction could be made, the daughters of people who are graduates of the institution, but who live outside the State, should be given next place in application, since the tie between alumni and alma mater, often all too weak in a state institution, may thus be strengthened.

### *2. Greek-letter society houses*

The Greek-letter societies for young women, commonly called interchangeably "fraternities" or "sororities," probably found their origin in a combination of causes. The desire for close association among intimate friends by some mystic rites of initiation, the possession in common of a few secrets such as a password and a grip, and a badge which shall mean much to the owner and little to the outside world—all these are a part of human nature, especially in its youth. College boys have always been prone to such combinations, and it was to be expected, when girls began to go to coeducational institutions where their brothers had such organizations, that they, too,

should form their groups bound together by rite and symbol. When to this natural love of the mystical was joined the practical necessity of finding places where members of a society might live together, the "fraternity house" was an obvious solution of the matter. This need of being suitably housed and fed was greater in institutions which had no dormitories or inadequate ones, and it has therefore come about that the young women in state universities have formed the largest number of these combinations. From a tentative beginning of local association among a small group which found congeniality in that way, the next step was to "affiliation," so-called, with an organization which had "chapters" in a number of institutions, and after such affiliation to begin building their own house. These houses have been built in various ways, but most frequently through a joint-stock company made up of alumnæ and undergraduates, and through a building and loan association. In many universities there are a number of these houses actually owned by the members, while many are still only partially paid for, and some societies still rent houses owned

by some one outside the organization. The members usually plan, when they are buying the house, to pay interest and upkeep, and to put a sum annually into the sinking-fund out of what is paid in in room rents ; while the money paid into the treasury for table board goes to pay heat, light, food, and service. A special assessment is made to pay extraordinary expenses, such as those incurred for entertainment. The room rents are usually about the same as are charged in a hall of residence ; the price of board is usually slightly lower, and the food is often less good and less varied than in a hall. The assessments vary from one organization to another, and from one year to another, but are not ordinarily large in the aggregate. The young women members of the society have an organization much like that described for a hall of residence, with a house president and proctors, and for each one an elected representative who sits on the board of the self-government association. An older woman is resident in the house, called variously chaperon and house-mother. She may or may not have charge of the housekeeping, including the table ; in the former case, she is paid

a small salary. Where there is a senior member who is taking the home economics course, she is often the house-manager.

These society houses have possibilities which they have not up to the present time realized in practice. They are cottage dormitories, that would, if rightly administered, contain an ideal number of residents for living together as a family under the advice and direction of a house-mother. The household is selected because of congeniality of a sort, bound together by a common aim and subject to a fairly well-formulated public opinion. They are — or ought to be — invaluable to a dean of women if she can get their coöperation. The whole group can be reached in a few hours, the upper-class members (if they are the right sort) wield over the younger girls an enormous influence, and the society ought to be a power for good in any community. A Greek-letter society ought to set an example of simple hospitality to non-fraternity as well as to other fraternity girls; their entertainments ought to be unostentatious, in good taste, with a ring of sincerity about them. The tendency is too often, however, to ape a



gaudy, loud, ill-bred society, and to feel that only by a dinner dance is real entertainment afforded a waiting and interested public. These societies have a great opportunity to set the standard in dress, both in the classroom and out of it; but the aim is too often rather to call forth the admiration of the young men with whom one is associated in the classroom than to be dressed quietly and suitably for one's work. The young women in a women's college usually dress less pretentiously and in better taste than do their sisters in a coeducational institution; the "Peter Thompson" dress and the "campus cape" have come in some of the larger women's colleges to be almost a uniform, while the elaborate wardrobes are either left at home or are brought out only on rare occasions. The budget of a college girl need not be unduly large in the item of evening and reception dresses; it will have to be large in the matter of everyday clothes because of the hard wear which the active life and the long hours in one costume entail. But a good many girls "skimp" on raincoats and heavy boots in order to flourish forth in a variety of party dresses.

Another way in which the Greek-letter societies might help the whole community is in raising the standard of living. If they could do away with the hand-to-mouth policy by which most of them live, and buy in quantity, a number of them joining together in the purchase of coal, flour, sugar, etc.; if they would adopt some system by which uniformly good, well-cooked, and well-served food could be forthcoming; if they would set the standard for a neighborhood in the matter of garbage disposal; and if their systems of book-keeping could be above reproach, with bills never running over a summer vacation; — if all these things could be done, the place of the Greek-letter society in the university community would be indeed enviable. If they went further, and set a standard in the matter of simple entertainment, they would fortify themselves still more in the public judgment. When to all these good works they add uniformly good scholarship, Utopia will be here! It is not asking too much to expect the standard of scholarship in these societies to be above the average; for the conditions under which they live give much in their favor.

There is a comparatively small household and there may be quiet for many hours of the day. The tendency is too often, however, to make privacy and quiet impossible and to prevent a girl from having consecutive hours free from interruption. There, of course, lies the advantage of the larger dormitory. But in the sorority house there will be congenial people all about, and there should be as great warmth and as much good food as any dormitory could provide.

The societies are for the most part making an earnest and sincere effort to raise their standards in this matter; the point is that the societies are about the average of the community, whereas they should be at the top. But the dean of women can get the aid of members in special cases as she could not do in a group less firmly knit together. The societies on the whole wish to coöperate with the administration, and so do their national officers.

The regulation of "rushing," that is, inviting in and pledging new members to the society, is one of the most trying and difficult problems any dean has to meet. This regulation must be done partly by the girls them-

selves ; but owing to the present competitive nature of the organizations it has also to be done by faculty action. If there is a place where young women lose their heads and all sense of proportion, it is in "rushing"; and the hysteria is quite as characteristic of the "rushee" as of the "rusher." The vulgarity and folly of tearing madly about a college town for the first week of college in automobiles, of putting on one's best clothes before breakfast that the freshman daughter of some well-to-do business man may be duly impressed with the prosperity of a society, of spending money day after day on drives and dances, is as nauseating as it is incredible and worthless. It gives a wrong emphasis at the beginning, it sounds a false note, and it brings down the wrath and unsparing criticism of a whole State. The faculty does what it can ; but it is manifestly unfair that a fourth or a fifth of the community should take up a half at least of the work which an administrative officer or a faculty committee is supposed to devote to student problems as a whole. What makes the "rushing" more mad is the fear which amounts to an obsession that the society house "will not be

filled," and as a consequence the interest cannot be paid and the sinking-fund be enlarged. All promises to the faculty are forgotten in the desire to get all the new members possible, and the matter becomes a source of public comment and severest denunciation. Some universities have tried to keep freshmen out of these societies altogether; but where there is inadequate room in halls of residence for all freshmen, the writer believes a group of them are better taken care of and brought more quickly into line in a society house than in a lodging-house. If all freshmen could be cared for in halls of residence, or in society houses, or in their own homes, the effect upon the whole college community would in three or four years be obvious to all.

One of the greatest powers in a society house should be the house-mother. She ought to be chosen by the girls, but approved by the dean of women before she enters upon her duties. She should be a woman of mature years, of tact, good judgment, social experience in a large sense, and some intellectual interest. She can do most effective service if she hold her place for a series of years, so

that the young women come to know and admire her, and to respect her wishes and her judgment. She should bear the same relation to the members of the society which the mistress of the hall bears to the residents — directing, influencing, helping, and in the last analysis exerting authority. The society should be self-governed ; but it is absurd to expect young women who come from all kinds of homes to be infallible in their decisions along either social, intellectual, or spiritual lines. The opportunities of the house-mother are unlimited once she has the confidence and sincere affection of her household. She is undeniably in a better position to make her way when she holds her place partly through the dean's formal approval of her selection ; and she is reassured as to her fitness for her work when she meets the other house-mothers from time to time in conference with the dean. These conferences dignify the position of house-mother as well as strengthen it ; and through them student problems may be discussed and some solution reached by common consent, without the name of a particular student being mentioned. Such meetings must

be within the sphere of work of every dean of women.

One of the Greek-letter societies is pressing upon the other societies and the universities a plan by which graduate students shall act as house-mothers, their remuneration coming partly from the society and partly in the form of a sort of fellowship from the institution. The plan has at least two distinct advantages : it gives an intellectual standard to the position and so to the society ; and it gives to the house-mother a formal connection with the institution and a corresponding increase in authority. The disadvantages are the lack of age and real human experience of the usual graduate student, and the fact that her major interest is almost certain to be in her graduate work rather than in her house problems. When is added to this the reluctance most state universities would feel to encouraging Greek-letter societies even in so laudable a way, the time does not seem opportune for putting the scheme into practice. Yet the ideal house-mother is either an instructor or an older graduate student who shall raise the level of daily life and thought among her

charges. Only through such a woman can the society come fully to realize its possibilities.

### *3. Lodging-houses*

A large group of women students live in lodgings which are not in any way connected with the university, save through the relation of their landladies to the dean of women. Where there are no halls of residence, the great majority of women students must live in lodgings; even where there are one or two halls, nearly one half the students will room in these outside houses. There has arisen in almost all university communities a class of women who make their living and frequently support a family by keeping a student rooming-house; and the situation thus created presents a vital and perplexing problem to an administrative officer. These women are dependent for their living upon renting all their rooms, and renting them at a good price; here and there is one who actually exploits student needs for her own benefit. In the old days where parents moved to a college town that their children might be educated, and rented a room or two to other students;



or where families added to their income by taking a few student lodgers ; or where an instructor and his wife eked out a meager salary by housing a few young women, the situation was very different from what it is now with a group of shrewd, experienced women depending for their living upon student patronage. The matter is regulated largely by the laws of supply and demand ; any room rent is charged which "the traffic will bear" ; and sometimes as little is given and as much is taken as can be managed without friction. Arrangements must be made directly between landladies and parents, or between landladies and students, for the university cannot assume the responsibility for such arrangements. But the dean of women may require that certain standards be met, and refuse to put upon a list of "approved houses" to be sent upon request to parents those houses which fail to meet the stated requirements. Yet the requirements cannot be put too high or the landladies will refuse to take young women and will take young men, whereupon the dean may lose some of the best houses. The standards which must be maintained are, first, that

only young women shall be lodged in any approved house; second, that a suitable parlor on the first floor for the reception of callers be open at proper hours for the use of students; third, that bathroom facilities be adequate and sanitary; fourth, that lights be available at all hours and be of good quality; fifth, that the landlady herself be the right sort of person to take girls into her house; sixth, that the location of the house be such that girls may go home alone at any hour. If these conditions are met, — and through the office of the dean of women inspection of each “approved house” should be made at least once a year to ascertain that fact, — then the landlady has a right to demand that students shall remain at least one semester. If a student wishes for a good reason to make a change to another house, the dean of women should require her to find another student to take her room, or to pay a month’s rent in case the room is not taken before the end of that period. Landladies are not, on the whole, very business-like; it would simplify matters if they could be brought to charge so much per semester for rooms, not so much per week,

with a definite arrangement as to when rent should be paid. In this way the vexed question of whether or not students should pay for rooms during the Christmas holidays would be met, and solved without friction. Landladies might well also require a ten dollar deposit when a room is engaged, the sum to apply on the rent when it is occupied and forfeited if it is given up. Some students go into lodgings because it is possible there to pay each month and is not necessary to pay in a lump sum at the beginning of each semester, as is usual in halls of residence; some landladies will allow rent to accumulate for a period of months — an unbusiness-like proceeding which teaches to students bad business methods. But the dean of women can in these details only advise and must not dictate.

If other requirements might be made of landladies, the most important would be the following: that every room be provided with single beds or couches, no double beds or couches being permitted; that there should be a standard of window space to the size of the room as well as a standard of window space and size of the room for one student, for two

students, for three students; and that ample parlor space proportioned to the number of students in the house be provided. If there could be attached to the office of the dean of women a woman who should teach in the home economics department courses in house architecture and house sanitation, and who should have the inspection and oversight of the lodg-ing-houses, the arrangement would be admirable. If such an officer had some knowledge of laws governing relations between landlords and tenants, the dean of women would be spared some anxious hours, and a few students some unnecessary tears.

When the young women are settled in their lodgings, the organization of the house should be immediately affected. Instructed by the dean of women, a senior in the house should call all the residents together, explain to them the importance and functions of the university women's self-government association, have them select a house president who shall be *ex officio* a member of the board of the association, choose proctors, and adopt the model set of rules sent out by the board with such additions as they may choose to make for them-

selves. The house president may then explain the rules for the social life which the faculty have laid down, those which the self-government association has in past years laid down, and the traditions which exist in the community. She then becomes responsible for her house and its conduct, and has an opportunity for service to her fellows of which she ought to be cognizant and which she should take seriously. It is through the house president that the dean of women may become helpful to the house as a whole and to its individual residents ; and the coöperation between the two should be cordial and thoroughgoing.

Where there is a woman's building erected by the university, its reception-rooms and parlors will be found a helpful adjunct to the lodging-house ; for here on Sunday evenings and perhaps on one mid-week evening men callers may be received, and here the girls who live in small houses may entertain at tea or at dances. Many young women who come from rural homes or from small towns have to learn the possibilities of a clubhouse ; but they come shortly to prize its privileges.

If, as has been said, a number of the young

women who live in lodgings can take their meals in the dining-rooms which the halls of residence provide, they can be brought more readily and thoroughly into a realization of their place in the larger social group. But they often board in outside houses, sometimes the one in which they room, sometimes in some other house. If the dean of women is on good terms with the boarding-house keepers, she can go for dinner to each house perhaps once a year, and so keep in touch with the situation. Better still, she may go on a student's invitation, and thus come into touch with another side of student life.

No matter how many halls of residence an institution may provide, there will be always need for a few outside rooms which may be occupied by students who are too delicate, too nervous, or too high-strung to live with a large number of people. There will always be, too, a group of more mature women who have passed the time of life when dormitory life has any charms, and who wish quiet and privacy more than they want "college life." The lodging-house will always, therefore, be necessary; but it will not dominate the situation.

*4. The coöperative dormitory*

There are always among the young women students of a university a group made up of those who must wholly or in part work their way. While the whole problem of student employment will be discussed in a later chapter, one aspect of the self-help problem finds its place here. Every dean of women who has studied her problem yearns for a coöperative dormitory — a house for from fifty to seventy-five students, where each may materially reduce her yearly expenses by working for an hour to an hour and a half a day. Those who have seen girls giving twenty to thirty hours a week in hard work — scrubbing, washing, cooking, sweeping — to pay for room and board ; those who have seen girls break down under the attempt to do this work and carry a full college program ; those who have seen girls with good minds give up the struggle and settle down to district-school teaching ; — all such observers will sympathize ardently with the scheme of a coöperative dormitory. Wellesley College has had for a long time two successful ones ; but Northwestern University

at Evanston, Illinois, is the one of the few co-educational institutions which operates them. Those at Northwestern University, under the supervision of Miss Mary Ross Potter, Dean of Women, are exceptionally successful. From Dean Potter's experience it is the writer's opinion that the prime requisite of their success is that the building be a gift, so that the item of rent may be eliminated. If a large sum must go out each month to pay for the use of a house of sufficient size, any large success for the scheme is precluded. If the State would erect such a building, not as a charity device, but just as any other hall of residence is erected, the plan would be at once feasible. The second requirement is of an able and skillful house-mother, who shall apportion the work among the students, do the buying, preside in the dining-room and at social functions, and in all possible ways help and influence the students. It is desirable that such a house-mother be trained along technical lines and have also experience of institutional management. With a cook who shall do the roasting of meats, and the baking, and exercise a general oversight of the preparation of all meals; and with a furnace-man



who shall also do the outdoor work, the working force will be complete. The girls do the housework, make the warm breads, the salads, the deserts, prepare bread and cake for the oven, prepare the vegetables, and wait on the table. With a household of sixty to seventy-five girls, no one girl need spend more than an hour and a half a day as a maximum in order to cut her expenses in two. The coöperative dormitory is becoming more and more a necessity if we would provide the opportunity for higher education for a large class of young women who are eager and earnest, serious-minded and able, but who by dint of circumstances have not the thing which should count least in getting an education — money. State universities especially need such an arrangement, if they are to fulfill their ideal of affording an opportunity for a college education to every young man and young woman within their boundaries who has the desire and the ability to get it.

#### *5. Girls living at home*

With the girl who lives at home the dean of women has ordinarily little to do — often less

than both desire. Living under her parents' roof, subject to their decisions as to the routine of her daily life, it is difficult for the "town girl" to derive much from her association with the university save in the classroom. She is thrown among associates she has known all her life, most of whom are not affiliated with the university; her interests are often more varied than those of non-resident undergraduates, and unless she is a member of a Greek-letter society, she may be quite outside the range of college activities and influences. It is the sincere attempt of every organization, but especially of the self-government association, to arouse the interest and secure the help of the "town girls," even though such efforts are not crowned with any large measure of success. In all probability the best method of drawing this group into the college life is through a freshman girls' organization and through women's athletics; when interest in these ways has been secured and acquaintances or friendships made, then other ties come more easily. On paper most associations which include all women students provide for representation for these "town girls" on their

board ; but in practice the scheme is not usually successful. The dean of women comes in contact with this group by reason of the oversight she exercises with regard to their academic work ; and she usually knows the parents of "town girls" better than she does the fathers and mothers of girls who come from far away. But their ideals and hers many times do not tend in the same direction, so that her influence probably counts for little.

*6. Girls working for room and board*

Here is a group of students in whom the dean of women must take a vital interest. In response to letters from prospective freshmen asking for aid in working their way through college, she will probably urge them not to come without money enough to carry them through at least the first semester of adjustment without the necessity of outside work ; she will point out that they ought to take at least five years for graduation ; and she will insist upon knowing the condition of their health. She will besides interview the woman in whose house the student is to work, and endeavor to impress upon the employer the standard

which may rightly be required, and what would be an unjust exaction. But the student must be followed up and watched carefully by both the dean and the medical adviser; for programs are made out on the assumption that every student has all her time to give to her classroom work, and laboratory hours as well as outside reading are assigned with little reference to the demands made upon the girl who is working her way. The tendency, too, is for the girl who works to be quite out of all the agencies which make for community life, and so lose much of what would be invaluable for her. The dean must see that the girl who works has also the opportunity for congenial play; and must assign with especial care some junior or senior girl who will take pride and interest in this sort of social service.

*7. The relation between the women's building and the living problem*

A few state universities are fortunate enough to have as their social center a "women's building," a clubhouse to which all women may come freely and in which should be concentrated all the women's activities. It is wise to

have the gymnasium, swimming-pool, bowling-alley, shower-baths, and lockers in this building also, since many aspects of women's community life grow up around their play hours. Near by should lie the basket-ball, hand-ball, and tennis courts, the hockey field, and where possible the boat-house. Many girls who come from small towns or from rural communities bring with them the limited idea of the uses to which school buildings are ordinarily put in those places, and have to be educated to the notion that a clubhouse is often but a college building turned on another angle. When they begin to teach, they may see the possibilities of the schoolhouse as a civic center from their college experience with a woman's building.

Beside the gymnasium and its adjuncts a woman's building should have a large, dignified, and beautiful parlor where receptions and teas may be held, dances given, banquets arranged, and callers received. There should be also a reception-room for smaller functions like informal teas given by the girls living in lodgings, for small luncheons, dinners, and for committee meetings. There should be also

a room where current magazines are accessible, and where studying may be done. Committee-rooms are of great value, even where only one or two can be provided; these may be used also for small teas if the necessity arises. In a model woman's building there will always be a cafeteria where town girls may get luncheon or dinner, and where girls who get their own breakfast and dinner may at a minimum of expense have one hearty, warm, well-cooked meal each day. Here, too, if the situation warrants it, might be an extra dining-room for girls in lodgings, accommodating those who are not provided for in the halls of residence or in the outside boarding-houses. The cafeteria, the dining-room, and the service for extra functions such as teas, receptions, dinners, etc., should be cared for by the stewardess who has charge of the housekeeping and dining-rooms of which we have already spoken. The dean's office may also be in this building, although where there is a central building for executive offices, some administrative officers prefer to have their records and their rooms in such a building. The assignment and arrangements of rooms in the woman's building must be in

the dean's office, so that it is probably more convenient to have her rooms and that part of her work in the same place.

The possibilities of a woman's building are almost unlimited. We have already spoken of its use as the center for the women's sports, for their receptions, dances, committee meetings, club meetings, and as a place to receive callers by the lodging-house girls. We have referred also to its availability in the matter of providing an extra dining-room and a cafeteria. Within its walls girls may meet on Sunday afternoons for a vesper service, or for music, and on Sunday evenings for a reading or a "sing."

Here, as well as in the halls of residence, there should be a place where girls may do their own laundry, pressing, and possibly also shampooing. If there are electric hair-dryers provided in connection with the swimming-pool, the "hair-laundrying" is easily arranged. In a state university it is especially necessary to cut down expenses to the lowest possible figure; and since laundry bills are in the aggregate a large item where girls dress neatly and with care, provision for self-help is in this

particular most wise. The coöperative dormitory will always be fitted out with a laundry where students may work.

If an assistant in the office of the dean of women has as her especial work the development of the uses of the woman's building, she has before her a valuable and interesting task.

### *8. The infirmary*

The problem of living has been viewed in this chapter from every angle except that of the young woman who is ill; for her, especial provision must be made and especial care taken. Setting aside one or two rooms in a hall of residence is only a makeshift; for it is impossible to secure in any such place the quiet, privacy, and detachment which even nervous fatigue requires. If it is impossible to have a separate building such as are provided in the Eastern women's colleges, the best arrangement is through a ward and private rooms in the local hospital. Here students can be cared for under a hospital régime, visiting hours can be arranged and enforced, and the expense entailed be cut to the lowest figure. If no such arrangement has been made, it



should be one of the first calls to which a dean of women listens when she puts on her mantle of office. If a list can be furnished her by the hospital authorities of all the girls in its care day by day, she can often be of great service in seeing that the different organizations, through a note or a few flowers, show the spirit of helpfulness and friendliness for which they in the last analysis exist.

If the dean of women is to do thoroughly this fundamental part of her work,—that of finding and keeping suitable living-quarters for the women students,—it is essential that enrollment in her office during the opening days of each college semester be a part of the registration of every girl. One of the easiest methods by which this requirement may be met is to have every young woman enroll in the dean's office after she shall have registered in the registrar's office, but before she can pay her fees. When her enrollment in the dean's office on a card like the one on page 89 has been completed, her registration card can be stamped with the words, "Enrolled in the Office of the Dean of Women," with the date; she can present her card so stamped to

the bursar and pay her fees. The machinery has then been set going by which she can be drawn into organizations, trained in what the university expects of her, and helped in every possible way. Moreover, the work of the dean of women will be greatly simplified and strengthened where the university recognizes enrollment of the young women in her office as an essential part of becoming a member of its student body.

**THE UNIVERSITY OF WISCONSIN**  
**OFFICE OF THE DEAN OF WOMEN**

NAME

YEAR

HOME ADDRESS

MADISON ADDRESS

TELEPHONE NUMBER

NAME OF LANDLADY

KINDLY INDICATE IF YOU ARE LIVING WITH RELATIVES OR FRIENDS

## CHAPTER III

### PROBLEM OF STUDENT EMPLOYMENT

ONE of the most hopeful signs which the person perceives who believes in the well-nigh unlimited opportunities open to our young people is the presence in every college and university community of the student who must work his or her way. Whereas in European countries it is unusual to see persons wholly without means even aspiring to a university education, in the United States it is so usual as to excite scarcely any comment. The figures published by Columbia, Yale, Harvard, and Princeton universities show a large percentage of students in those institutions earning annually sums which in the aggregate mount up into the tens of thousands of dollars. It goes without saying that men may and do work their way through college more easily than women can ; but in 1913-14, of the twelve hundred women students attending the University of Wisconsin, seventy-five, or 6.2 per cent, were working their way wholly or in

part. In a state university this group is naturally larger than in privately endowed institutions, partly because the annual expense is lessened by the item of tuition in the former case, and partly because of the large number of scholarships usually available in the latter. State universities have as yet few scholarships; they may or may not acquire them. But the institution is near home, a small registration and laboratory fee is almost the only initial expense, and as a consequence, the door of opportunity seems to a good many girls of small means to stand wide open. A dean of women is called upon again and again to help girls find work, sometimes because self-help is the only way to obtain the coveted diploma, and sometimes because an over-thrifty father will supply funds only as a loan at a high rate of interest. As has been said in the preceding chapter, the dean of women will advise bringing money enough to render self-help unnecessary in the first semester, until the newcomer has had an opportunity to fit on her working harness and make the requisite adjustment to the new kind of classroom work. The dean will also advise five years' work for gradua-

tion, and will make earnest inquiries as to the health and strength of the newcomer. But a number of girls come to the university first and seek work afterwards, with a pathetic optimism as to their future.

The kinds of work for which there is most demand on the part of employers are as follows: For girls who will work for room and board; girls who will care for children in the afternoon or in the evening; those who can do skillfully stenography and typing (and especially those who can run a stenotype); those who are prepared to do filing and other office work; library assistants, tutors, and agents for firms dealing in hats, ready-made suits and dresses, etc. The demand is probably in the order named. Students usually prefer to do clerical work or tutoring — for both of which kinds of work there is but a small demand; they do not like to care for children because the hours conflict with laboratory periods or with library work on outside reading. They are willing to wait on table because they in this way get their own meals in return for a minimum expenditure of time, since their work comes at hours which would in any other case be free.

But the attitude of students is, more often than it should be, a false one; they feel that they are doing a favor to undertake the work, whereas the employer feels that there is a certain amount of sacrifice involved on his or her part in adjusting work and hours to the particular requirements which must be involved in employing students. Girls are apt to begin with enthusiasm, grow indifferent, and finally without warning drop the work either to go home or to borrow money which will render work unnecessary. The first requisite of a student employee is health, the second is some knowledge of the work she undertakes, the third the quality of perseverance, and the fourth, the acute perception and realization of a business obligation. Unless a young woman possesses all these, she will not be a success at the difficult task involved in working her way through college.

I have not spoken of student assistantships and scholarships because these are usually available only for graduate students or those upper-class students who have already made an exceptional record.

One of the things which most clamors to be

done in universities is the standardization of student employment. Standards will vary from community to community. The Middle West is here taken as an illustration because the situation is well known to the writer. In Wisconsin student help should command to-day about twenty-five cents an hour if it be skilled. That is, if board is four dollars and a half per week, about eighteen hours of service will pay for it; but since four dollars and a half covers cost of service, and the eighteen hours of service is often included in the item, this amount of time should probably be somewhat decreased. Where students are waiting on table to pay for their board, they are not usually called upon to give an hour of time at either breakfast or luncheon, and not over an hour at dinner. They do not, therefore, give usually eighteen hours in a week. If rooms rent for three dollars per week, where two girls occupy one room, six hours per week at twenty-five cents an hour ought to pay each girl's share. Where a girl is working for both room and board, she ought not, in the writer's opinion, to give over twenty-one hours per week for both. This would mean three hours only per day, and if

she should give all day Saturday, it might mean but two or two and a half hours each of the other six days. Any student ought to be able to do this amount of work; but unhappily there are women who expect a student working without wages to do what a servant working for room and board plus a stated sum per week in money would have assigned as her task. The dean of women has here to step in, and educate mistress as well as student.

Take an illustration again from the Middle West.

Twenty-five cents an hour is probably too much to require for care of children, unless these small chaps be especially fractious! Two and a half dollars a week for two hours each of six afternoons is a fair return. In the evening, when studying may be done in connection with the work, a student might take even less. But twenty to twenty-five cents an hour is, from an impartial point of view, a reasonable sum to ask. Stenography and typewriting are usually paid for by the completed page, determined by the kind and amount of work involved. Office work, if it be of high grade with bookkeeping also, commands twenty-five



and thirty cents an hour. The work of library or student assistant is usually paid for at the rate of thirty cents an hour. If, therefore, a student has abundant health, she may earn both room and board, in which case she will need only enough money for her fees, her laundry, and incidental expenses; if she waits on table for her board, she must either pay for her room or do other work to meet that expense. In any case, she needs a margin which shall be laid by for incidental expenses or a rainy day, and not come empty-handed to earn every cent she must expend. The nervous wear and tear of not seeing one dollar ahead is too great to carry with the burden of college work, and the friction finally tells.

The coöperative dormitory will render much lighter the problem of the self-supporting girl. She will need money here — say \$150 per year besides her university fees and incidental expenses; but she will have all her time at her own command, save an hour to an hour and a half a day, and she will be living under favorable conditions as to actual physical comfort, as to nourishment by good food, and as to happy surroundings with congenial companions. She

will learn adaptability, "team-work," conservation of energy, the dignity of household labor, and actually to do in the best ways many kinds of cooking and household tasks. She will find that working her way through college debars her from no privileges, deprives her of no opportunities which are worth while, and tells not at all against her in the final judgment of her mates. All this is bound to broaden her view, increase her self-respect, and enlarge her sympathies for all time. These ends can, to be sure, be achieved without the coöperative dormitory; but that plan renders the attainment of such ideals more easy and more certain.

There ought always to be in the hands of the dean of women certain moneys available for loan funds. Every administrative officer has had this experience: A girl has made a good fight for three and a half years to work her way and to keep up her classroom work, finally coming up to her last semester with the extra expenses connected with class festivities and memorials looming large before her and no money to spend upon nor leisure to enjoy, the good times she yearns to share. Fifty dol-

lars would make possible leisure and a free mind. She sees herself a wage-earner the next year, and she will willingly borrow the money from the loan fund, giving her note for a year without interest. Another experience is with the senior who has drawn too heavily upon her physical resources because of her attempts at self-support, whose work begins to show the effect of the strain, and yet whose future position depends upon her doing work of a quality which will insure her a good recommendation. Here again the loan fund may legitimately be called upon. Other cases might be enumerated of slightly different sorts; but it is clear that loan funds are necessary, and that their disposal is a matter for careful investigation and sober judgment. They ought probably to be most available for students nearing the end of their college course — seniors or second semester juniors. They should be drawn upon for students of promise on the intellectual side. For the loan fund as well as for the scholarship, the classroom work must be the ultimate basis of award. We cannot afford to lure on by loans and gifts the mediocre students; the ones who are to have aid must

earn it and must show that after college they will be valuable assets to any community in which they may live. There was never a truer adage than that "what we work for we truly appreciate"; and loans and scholarships must not be too easy of attainment, if we are to stiffen backbones and strengthen moral fiber. Soft-hearted, well-meaning, unintelligent charity is worse in a university than it is anywhere else. The student who is most worth while will not accept it, and those who would take it ought not to have it. If the only return a student can make is to pass on the vision and the opportunity to some one else, she must be held responsible for so doing.

The routine of placement of students deserves brief notice here. In the University of Wisconsin two sorts of cards have been found useful, one for the employer, and one for the employee, the latter being useful also in the work of vocational guidance.

The forms of these two cards are reproduced, on a smaller scale, on the next page.

<b>THE UNIVERSITY OF WISCONSIN</b>	
<b>OFFICE OF THE DEAN OF WOMEN</b>	
<hr/>	
<b>STUDENT'S EMPLOYMENT CARD</b>	
<b>NAME</b>	<b>DATE</b>
<b>YEAR</b>	<b>COURSE</b>
<b>ADDRESS</b>	<b>TELEPHONE</b>
<b>FREE TIME</b>	
<b>KIND OF WORK OFFERED</b>	
<b>SENT TO</b>	

<b>THE UNIVERSITY OF WISCONSIN</b>	
<b>OFFICE OF THE DEAN OF WOMEN</b>	
<hr/>	
<b>EMPLOYER'S CARD</b>	
<b>NAME</b>	<b>DATE</b>
<b>ADDRESS</b>	<b>TELEPHONE</b>
<b>KIND OF WORK WANTED</b>	
<b>COMPENSATION</b>	
<b>TAKEN BY</b>	

Upon these cards every one who wishes student help is asked to register, and it is requested that any complaints be made to the office. Students wishing employment are also registered, and are asked to talk over any

## PROBLEM OF STUDENT EMPLOYMENT 101

difficulties with the dean's assistant who has the employment work in charge. Thus the office endeavors to keep in touch with the problem from all angles.

If it were possible to find work which should be well paid, which should not be too exacting in its demands upon time and strength, which could be carried on amid healthful surroundings, and which could be done in the long summer vacation, it would immensely simplify the problem of the self-supporting girl. Work which fulfills these conditions is easier to find in the East than in the West, because of the better organized arrangements in the longer settled part of the country for meeting vacation needs and plans. There are a larger number of girls' camps, of summer hotels and boarding-houses, there is more demand for summer tutoring and for "mothers' helpers" in New England and in the Adirondacks than has arisen in the Middle West. The girls' camp movement, for instance, has scarcely begun in the woods of Wisconsin, Michigan, and Minnesota, whereas the Maine lakes and the New Hampshire mountains contain many such colonies. In these girls' camps

there are always groups of older girls, either seniors in, or graduates of, colleges, who are called "counselors" and who have charge of at least one side of the daily life. For instance, one young woman has charge of the swimming hour, another of the horseback riding, another of the reading hour, another of those girls who are to be tutored ; and in this way the younger girls come under the influence of high-minded, responsible young women for a number of weeks at a time. These "counselors" have their expenses and sometimes a small stipend in addition ; even if there is no money payment, the summer becomes a play-time and a work-time without laying any additional burden of money or debt upon the young women who have to make every penny count. The problem of the long vacation with constant outlay and no incoming resources presents itself to teachers and college students alike ; and the girls' camp affords a solution which has many advantages. Moreover, for the college student, the experience of living with, and taking responsibility for, a group of younger girls is excellent in any case, but especially if one is planning to teach or to go

into social service. Take it all in all, the summer vacations during the four years of college life ought to be made to bear some sort of fruit in experience which will be useful in one's work after graduation, as well as to develop one's resources and enlarge one's point of view at the time; moreover, the experience is almost as valuable for the student who is not earning her way as for the student who is laying by every penny.

The girls' camp movement is beginning to come into the West. If those who are opening camps would ask deans of women to recommend young women who could act as counselors, or who could help with the work of waiting on table, another avenue would be opened which would help solve the problem of student employment. There used to be summer hotels which employed women students as waitresses; but the demand is now for young men rather than for young women. College students ought also to be good governesses and mothers' helpers, especially in families where a number of servants are employed. But deans of women are very rarely asked to recommend young women for such



positions. Any administrative officer could name among her group of students young women who could and would do such work well; and again the summer vacation problem would be simplified.

A few students find work in the summer as bookkeepers, stenographers, and office helpers; but such employment is usually the result of experience gained before coming to college, and is given in order that the regular force employed during the year may take a few weeks' vacation. Substitute work is rarely so well paid as is regular work, and the long hours in an office tell upon a girl who has been working well up to the limit of her strength during the college year. The few calls that come for girls to take the agency of some patented article, or to get subscriptions to magazines or papers, need to be considered with great care; sometimes the traveling involved carries young women into places where they are embarrassed and put into some danger, while the commissions are usually smaller than the output of time and energy warrant.

For undergraduates, then, the dean of women must find whatever employment dur-

ing the year the college community affords, assign it with care to the right students, standardize it as to hours and compensation, and educate, where it is necessary, both employer and employee. For the summer she must be ready to receive inquiries as to student help, and fill positions where she can.

When one comes to graduate students, they are usually provided with money, though it be a modest sum, or have scholarships or fellowships; they are thus cared for without special work by the dean's office. Where graduates of the university wish to take up employment other than teaching, it is better for every one concerned — prospective employee, dean of women, and employer — if the placing be done through the "intercollegiate bureaus of occupations," maintained for women at the present time in three cities. These bureaus are supported financially and morally by the *alumnæ* of the colleges or universities which wish to aid them, and by the fees paid by employers and employees. These fees are not large, and as a consequence the *alumnæ* associations must be called upon to help. The bureaus which are at present in

operation are located in New York City, Philadelphia, and Chicago. The latter one concerns state universities perhaps most vitally, since it lies in the center of the district where they are most numerous, and is only now developing its possibilities. The advantage of coöperation with the bureau is not only because of the actual placement work which may through its agency be done, but because of the light its experience throws upon the work which may be done in universities in vocational guidance. From the records, requests, and applications which the bureau can show, deans of women may acquire invaluable information as to where the greater demand lies for college women who do not wish to teach; what preparation will be required to meet such demands; what experience and possibly what capital will be necessary. From such information a dean may proceed to formulate recommendations as to needed courses which the university would do well to provide for women students; she may prepare for vocational conference the most helpful program; and she may be ready with the soundest advice when next she is asked by a sopho-

more what courses will help attain a given end. The dean of women and the placement bureau have every reason for coöperation.

It is well to keep in the office of a dean of women a card catalogue of all women graduates of the institution with which she is connected, showing their present address, whether or not they are married, in what occupation they are engaged, and if the occupation is some highly specialized form of teaching or some work other than teaching, by what means the position was acquired, what would be desirable preparation for it, how great the demand is for such work, and what is its remuneration. From such a card catalogue can be given much information which for students and for statistical purposes will be invaluable.

## CHAPTER IV

### VOCATIONAL GUIDANCE

FROM the problem of student employment it is a natural transition to the vexed question of vocational guidance. Only within perhaps the last fifteen years have college women thought of preparing themselves through their college course for any occupations save those of teaching or of the professions. The college woman who went into any other sort of work was not only the exception, but her decision was almost without question the result of fortuitous circumstance. Ordinarily she found that her college course had given her the mental discipline and training which she could capitalize in her new enterprise; but of definite preparation due to precise foresight and clear-cut realization of what the new work would demand, she had none. Of the alumnae of the University of Wisconsin who are engaged in occupations other than teaching, there are but 92 who were graduated before 1900; 130 who were graduated between 1900

and 1909; and 107 who were graduated between 1909 and 1913. These figures are most significant as to the increasing requests for college women who can take up non-teaching work.

This demand for college graduates who can take up lines of work for which their alma mater makes no attempt definitely to prepare opens up the whole subject of vocational education. It also goes further back and raises questions which deal with profound issues, educational, social, and economic. College women have for at least half a century here in the United States gone almost without exception into teaching. Since the Civil War the enormous expansion of business has left teaching to the feminine part of the community because of the greater rewards offered men through professional life and mercantile enterprises. As long as teaching was the occupation for which ninety-nine per cent of the women who went to work after college wished to prepare, it was not necessary to search about for other courses. The B.A. and the B.S. courses proceeded along traditional lines, with a more or less flexible program, but with a uniform ob-

ject. Long ago it became evident to superintendents and principals of secondary schools that a number of young women were going into teaching, not because of an inherent love for the work, or a selfless passion for training young minds and lives, but because it was the obvious and about the only thing which a young college woman who had her own living to make could do. The effect of this situation was unfortunate so far as the individual teacher was concerned and demoralizing in its effect upon the school. Teaching can be vital, progressive, and worth while only when the teacher loves her work, desires above all things to do it well, and regards it as a profession in itself and not a makeshift which may lead to matrimony. For the sake of the freshmen who are being prepared for college, it behooves the university to help every community rid itself of the young woman who teaches because her university course has presented for her lifework only that profession.

But the situation goes further. It is a matter of everyday comment that women are taking an increasingly large and important place in the whole scheme of the economic

world. For this situation there are many reasons: one is undoubtedly the tendency to delayed and belated marriage. Men are marrying later in life than they did when we were still in our pioneer stage; the increased cost of living, together with the heightened competition in business and professions, make up two important factors in the case. A goodly number of college women must expect not only to earn their own living for a term of years before they marry, but also possibly to continue to work after they have become wives. The number has likewise increased of those women who are determined that no exigency shall find them unprepared to go back into a wage-earning career if, after marriage, death, illness, or accident shall cause to devolve upon the wife the task of supporting her children. For all these reasons the college woman is vitally interested in the problem of a lifework which shall make the fullest draft upon her ability, her enthusiasm, and her ideals.

Universities, as has been said in a previous chapter, have long prepared women for the same professions as are open to men, notably medicine and law. But even those professions



are sending out new feelers. There is the whole realm of preventive medicine, the scope of which makes a tremendous appeal to one's imagination and idealism ; there is the field of public health, as yet but in the sowing stage ; there is the work of drafting bills and defending clients in the matter of accident insurance, mothers' pensions, child-labor laws, and workmen's insurance, each of which will be a lifework in itself. But outside of these new developments in time-honored professions, there are innumerable other calls for trained women along the lines of teaching itself. New kinds of teaching are demanded : home economics courses are being introduced into elementary and secondary schools, normal schools, and colleges faster than the supply of teachers for these subjects can be provided. Industrial education is being discussed from every angle and for every purpose. Continuation schools are being organized for a double purpose — to make better educated and more intelligent citizens, and to increase the output of young but partially skilled labor in all sorts of trades. These newer schools are being supplied too often with inefficient teachers, or

their introduction is being postponed because there is no adequate provision made for training competent persons who shall have the requisite breadth of vision along with the specific technical knowledge requisite to do such highly important and complex work. The state university is theoretically the culmination of the public-school system in each State; the taxpaying public has a right to expect that what the lower schools require the university will attempt to supply. A dean of women has a liberal education ahead of her if she attempts to help in putting out some constructive program which shall meet the exigencies of the occasion.

Outside of the teaching profession with its newer developments and the recognized professions like medicine and law with their present-day tendencies, college women are being drafted off into all sorts of administrative positions, — as deans in colleges, normal and high schools; as directors of charities, social settlements, civic centers, and welfare work; as managers of stores or departments in stores, of employment bureaus, and women's departments in banks; as experts in institutional

management for college halls of residence, state institutions of all kinds, tea-rooms in shops or as independent enterprises; as material out of which to develop high-grade nurses such as psychopathic wards and institutions require. There is a constant demand for college women in every field of social service; in secretarial work for college officers and for professional men and women engaged in medicine, surgery, etc.; in many business positions. Even so long a list does not exhaust the category.

The question at once arises as to how far the college or university shall definitely prepare students for these various fields, or whether, indeed, it shall definitely prepare them at all. So far as privately endowed colleges are concerned, each is free to solve the problem for itself, in its own way, for its own purposes. It would seem wise — and, as it appears, probable — that a differentiation which has begun should continue in the case of the institutions which have a student body made up exclusively of women. The three types mentioned in the first chapter: — the college which maintains the B.A. course with no vo-

cational training save what comes incidentally in a course which can prepare (though it does not define that specific purpose) for the traditional kinds of teaching; the college which prepares for vocations and makes no attempt to do anything else; and the college which gives the first two years of its course to more general subjects and the last two to specialized training, — these are all invaluable and each has its place in the higher education of women. As a general proposition it would be rather generally conceded that the ideal would be achieved by a four years' college course whose aim is obtaining mental discipline, enlarging mental resources, and raising standards, moral, spiritual, and intellectual; but for an increasingly large number of young women six or seven years of preparation for living or earning a living are quite out of the question. The state university will probably have to provide all kinds within its own walls — the vocational course as well as the semi-vocational course, while at the same time it preserves intact with conviction and with courage its college of liberal arts. The state university ought not to become exclusively vocational; it must still

hold aloft a beacon light of culture and ideals. But it cannot ignore the vast and cyclonic changes which our modern industrial and economic life are undergoing. It must prepare young men and women to meet the situation with knowledge, confidence, high hearts, and high minds.

The tendency has been in the past to develop vocational courses within the college of liberal arts when the demand has arisen for additional preparation which shall tend to a definite end; for instance, home economics courses, librarians' courses, social service courses, courses in commerce, in chemistry, in journalism, have been gradually evolved alongside the traditional B.A. course, within the college of liberal arts. As a result there has been a conflict of interests, a working at cross-purposes, and a series of sad misunderstandings. Two possibilities present themselves; for example, the University of Missouri makes a vocational course into a separate college with a dean at its head as soon as the course is well formulated and the demand for it sufficient. The University of Wisconsin, on the other hand, has retained the vocational courses in

its college of letters and science as distinct courses, thereby utilizing its resources in the general cultural subjects if they are needed to reinforce the purely vocational work.

But there is another solution which is at least worth consideration and argument. Would it not be well to put all these courses which are vocational in their character into a vocational college of the university, leaving the college of liberal arts intact, yet using its resources in English, the languages, history, economics, and science for the foundations of the different courses provided in the vocational college? As fast as one of these courses grows out of its experimental stage, it may become itself a college by the same process as that through which law, medicine, and engineering have passed. In this way the college of liberal arts would preserve its integrity, and the vocational courses would have freer scope for development. The plan is certainly worth considering; for though such a college would at first be an inchoate sort of thing, still its very lack of coherence and its indefiniteness of purpose would leave room for growth, and be a source of flexible strength. There would be an

added advantage in such a plan in that it would create another coeducational college, and not a segregated women's vocational college; since the policy of state universities is and must be committed to coeducation, it is not wise to interfere with its general working by the formation of a college whose student body shall be exclusively of either sex. As the case is now, women do not go in any numbers into the colleges of law, engineering, or medicine; but there is no provision against such entrance, and the matter is regulated by supply and demand in the world at large.

The thing to be done is to provide an A.B. course for young women who want it; a course in each of the better organized vocations for the group who wish such preparation; and a two years' course in the liberal arts which may be supplemented by two years of vocational work. All the time the danger of pressing vocational work too far back into the curriculum for all students must be kept constantly in mind. The best courses in home economics, such as that at the University of Wisconsin, require two years of foundation work which is almost entirely non-vocational, because of the

conviction which its director has that a thorough grounding in pure science is essential to the best understanding of applied science.

With the educational policy of the institution, of whose staff she is a member, the dean of women must be vitally concerned. She it is who stands outside all courses, yet in sympathy with all; who meets specialists in all fields with intelligence and with appreciation, yet must represent the university; who sees the limitations of the preparatory school in its relation to the college, and the shortcomings of the college in its utilization of and assistance to the preparatory school. She should be able to offer constructive programs and far-reaching plans; but she must be patient, tactful, ready to accept what she can get, and make that the basis for going further. She should be practical and not visionary; an idealist who can keep her touch with what is possible of accomplishment. She should be a specialist in women's education at the same time that she retains her interest in all education. She will not get what she wants all at once; she may not even get it at all. But with persistence and good temper she can present



her cause — which is, after all, not her cause, but that of a generation of young women.

Uncertain as the general plan may be, there are certain definite things which a dean of women may do in the matter of vocational education. First of all, she should see to it that each year there is held a vocational conference, at which the newer forms of teaching (such as industrial, continuation school, and the more specialized kinds in home economics and physical education) shall be discussed, as well as occupations other than teaching. For each subject there should be available a specialist, who stands high among her colleagues, who shall tell what preparation is necessary, what resources, mental and material, are wise, and what openings are actually at hand in her field. After she has presented her subject, there should be provided an informal conference hour in which those young women who are especially interested shall have the opportunity to receive the speaker's individual attention and by questions and answers make the best possible use of the advice and information thus brought to them. It has been found wisest at the Uni-

versity of Wisconsin to have this conference during the first week of the second semester, with the formal sessions on Thursday and Friday, and the informal conference hours on Saturday. These concentrated daily sessions are more helpful than the isolated lecture five or six times a year. If the conferences are held annually, as has proved a good idea, only a half-dozen occupations should be presented each year, and these with great fullness and detail. It is also wise to enlist the aid of the young women students in working out the details of the conference; for instance, a committee of the women's league or the self-government association should arrange for the entertainment of the speakers, for advertising the conference among the girls, for arranging the informal conference hours. One of the assistants in the office of the dean of women may have immediate charge, with a student committee working under her direction and with her coöperation. The conference will prove much more generally helpful and far more vital if the students help to organize and carry it on than if it is all provided for them, and they have but to attend the meetings.

## Program

**Nursing as a Profession for College Women . . . . .**  
**Mrs. Elizabeth Fox**  
 Superintendent of Nurses, Dayton  
 Conference hour 9-10 A.M. February 13th

**Opportunities in Playground Work . . . . .**  
**Miss Emily Harris**  
 Supervisor of Playgrounds, Chicago  
 Conference hour 9-10 A.M. February 14th

**Opportunities in Charity Organization Work . . . . .**  
**Miss Ethel Bird**

The outside cover reads as follows : —

**THIRD VOCATIONAL  
CONFERENCE ON  
OPPORTUNITIES FOR WOMEN  
IN OCCUPATIONS OTHER THAN TEACHING**

**LATHROP HALL  
FEBRUARY 11, 12, 13, 1914**

**UNDER THE AUSPICES OF THE WOMEN STUDENTS  
OF THE UNIVERSITY OF WISCONSIN<sup>1</sup>**

In February, 1915, the conference is probably to deal exclusively with occupations open to graduates of the courses in home economics, since that course is developing rapidly at the University of Wisconsin, and affords especially definite information. It is, moreover, something the university provides at this time within its own walls.

Besides the vocational conference, the dean

<sup>1</sup> The Extension Division of the University of Wisconsin has published a bulletin of the second vocational conference held under the auspices of the Self-Government Association in February, 1913. This bulletin contains the papers read at the conference, as well as a résumé of the vocational courses actually given in the university. It can be obtained from the Extension Department of the University of Wisconsin.

of women or one of her assistants must be ready at all times to talk over with young women students the possibilities in many vocations. For this purpose the following card will be found helpful. In all student work, be it said, the "case system," or card catalogue method, will simplify records, and provide a continuous history of each student's college life so far as her connection with any aspect of the dean's office is concerned. Moreover, a new incumbent can take up the work with far more ease and rapidity than if the whole business of the office were reposing in the dean's mind. The card follows:—

VOCATIONAL DIRECTION	
NAME	CLASS
MADISON ADDRESS	
HOME ADDRESS	
MAJOR	MINORS
DO YOU EXPECT TO BE SELF-SUPPORTING ?	
WHAT VOCATION DO YOU PREFER ?	

For the purpose of this informal vocational guidance, the office of the dean of women

should contain catalogues of vocational colleges, of schools offering special courses such as landscape gardening, and whatever literature is available on the subject. The person giving the advice should, of course, have had wide knowledge along the line of the inception and growth of vocational education, as well as an intimate touch with the problem which vocational guidance in elementary and secondary schools is endeavoring to solve, along with the continuation school problem. One's information must be broad and deep before one attempts to turn young women into fields where returns are still uncertain and the demand inconstant. Teaching in public and private schools is not too well paid, nor are its conditions anywhere nearly ideal; but it has the advantage of being well formulated with a certain tenure in the case of even moderate success. To divert young women out of the beaten path into the field of pioneer work must be done with the greatest care, after every factor on both sides—that of the work and of the worker—has been considered long and earnestly.

If vocational guidance could be done in a

university by a woman who at the same time teaches in the department of economics or social science, the combination would be admirable. Vocational guidance needs to be given by some one who has the requisite standing with the faculty, who has a specialty in which she can teach and through which she can hold professional rank, before this highly important branch of university work develops as it should and as it can. If the person thus equipped can for her teaching be identified with a specific department, preferably, as has been said, those dealing with economics or social science, and for her vocational guidance work be identified with the office of the dean of women, the whole fabric of administration of women's affairs would be strengthened. None of us yet perceive what vocational guidance may do; but of its value we have clean-cut convictions.

## CHAPTER V

### SELF-GOVERNMENT ASSOCIATIONS

IN an earlier chapter it has been shown how self-government associations arose in women's colleges—from an appreciation of the value which this form of discipline and civic education possesses, combined with the practical need of a change from the traditional manner in which colleges were handling problems of student life. It was natural that these associations should assume form in the residence colleges before the idea should even be considered in institutions which had no halls of residence. The women's colleges first felt the need of such organizations and first formed them; few state universities have them even yet. In the University of Wisconsin, the inception in 1897 of the Self-Government Association of the women students was due to the experience which the first dean of women, Miss Anne Crosby Emery, brought from her connection with the origin and growth of the Self-Government Association in her alma mater, Bryn



**Mawr College.** Other universities, such as that of Michigan, have women's leagues which do about the same work ; but the University of Wisconsin was the first to have an organization similar to that which exists in every prominent women's college. It is possible that a women's league which embraces all university women's activities, and handles through committees each phase of student life thus represented, would in a better way meet the situation ; that is, if there were an athletic committee of the women's league dealing with athletic affairs instead of a separate athletic association, a self-government committee instead of a self-government association, a social committee, a dramatic committee, etc., instead of separate organizations for each of these interests, the whole condition would be improved. We are "clubbed" to death these days ; we have in colleges a plethora of separate clubs and societies and organizations, each with its officers and its conviction of the superior claim which it has over all other student activities. The need and the demand, which is felt alike by students and by administrative officers, are for a simplification of the "extra-curricu-

lar" activities. It is possible that a many-sided women's league would meet the situation; certainly such a plan works in the University of Michigan. Each institution must ascertain for itself just what kind of central organization will best subserve its ends and can be most effective in the community. But whatever the name of their central organization, there are certain fundamental things it must be and do; since a self-government association may rest upon these principles and accomplish these ends, it is to that form of student organization that this discussion will be confined.

The questions which at once arise in the mind of the skeptic are: "Why have a self-government association at all? Why cannot the faculty regulate student life? Is that not a part of the work they may legitimately be called upon to perform? How can such an organization be made effective in a coeducational institution?" To these questions this chapter attempts to give the answer, not from theory but from practice.

In the first place, a self-government association is the creator and conserver of student public opinion. The consensus of that opinion

finds expression in a few rules which govern the social life of the women students, and in the general attitude which says, "That sort of thing is not done here." It is only, the writer believes, through cumulative student opinion that freshmen in a state university can be brought into line in matters of control quickly and without friction. Many students bring to college the attitude which dictated their behavior in the high schools — the attitude that teachers are natural enemies ; that to outwit a teacher or an administrative officer is the part of cleverness and will insure standing in the community ; that rules are to be evaded where possible, and may be broken if students can do so with impunity. But just as this attitude is dictated by the desire to stand well with one's fellows, just so an effective self-government association breaks down the falseness of this attitude immediately. Indeed, a false attitude never gets a start ; for the first thing the freshman finds is a new standard by which she will be judged ; and that standard is made up of the very elements with which the new student hopes to come into harmony. Moreover, this standard is formulated by the

older students, those young women who have, by virtue of less immaturity and a larger college experience, found out what is wise and what is expedient; and no administrative officer can enlist more effectively the aid of older students in solving student problems than through a self-government association. Far more important than this aid to administration is the fact that such an association is a most potent means for training young women in the best ways which are available to deal with young women and children in the world beyond the college walls. Nowadays the demand for college women in social service is beyond the supply; not only in actual social service work in its well-formulated aspects, but also in connection with school-teaching, with church work, with summer camp life, with the "Camp-Fire Girls" movement. No matter whether a young woman just out of college goes at once into a wage-earning occupation or into her home, she must be ready for the demands which the community in which she finds herself will be sure to make upon her by virtue of the very fact that she has been to college. *Noblesse oblige* seems blazoned for

the college graduate on every wall. With such insistent demands the university must reckon ; it must feel upon itself the duty of preparing its graduates, so far as it can, for their work of putting back into the community in service a part of what has been received in taxes. Such preparation can be given most effectively by a good self-government association. Here young women learn how to be tactful, firm, honest, adaptable, time-saving, and capable — traits which will be of value in the school-room and out of it. Our high schools are having to meet the same sort of social problems which confront our universities ; and high-school teachers are having to regulate a burdensome social life and athletic program just as colleges do. The normal schools share the difficulty, but not in so large a way. Young women who in college have had experience in moulding and directing student opinion will find an ample field for their talents in connection with their teaching work. Moreover, normal and high schools are beginning to put in an administrative officer whose position and duties are very similar to those of the dean of women in the state university, and the officers

of a self-government association, or the house president in a college hall of residence, are especially equipped to handle just such work. The demand for young women who can do administrative work in normal, high, and grammar schools is at present greater than the supply. Other places which will require the apprenticeship afforded by self-government associations are in playground work and in many forms of social service.

Still another important *raison d'être* of the self-government association is the aid it affords in developing the independent social life and expanding the means of intercourse among the young women students. Nearly all coeducational institutions utterly miss the sort of thing that life in a women's college gives. A coeducational institution gives another thing; but it does not bring out as it might the independent life of the young women. The young men's standard of judging their fellow students among the young women is commonly that of social availability, and that only. Young women judge one another by a quite different measure. As a consequence, many a girl finds a full and wholesome development

in a women's college who would go out of a coeducational university socially as inadequate as she went in. The dean of women is the one who ought to feel this matter keenly ; it is her business to see that young women shall, so far as is humanly possible, get, in addition to the advantages which coeducation offers, those which undeniably the women's college affords. A central organization to which all the young women registered in the university *ipso facto* belong, which deals with the separate life of the women students and has their problems as its vital concern, is the most effective instrument for achieving that end.

There are, to be sure, limitations which a self-government association must and does feel. The power of regulating student affairs and enforcing discipline over students must always in the last analysis rest in the hands of the faculty and its administrative officers. The power which admits students to and graduates students from an institution is logically — and legally — the only one which can sever a student's relation with the college, whether for a brief period or for all time. No parent would be willing to send a daughter to a college

where the faculty had no disciplinary power because it had all been given over to students; or where the faculty possessed no right of review or appeal in a case brought and conducted by students. Moreover, there are delicate problems of discipline which it would be most unwise to turn over for handling and decision to young, immature women. A dean of women deals with a good many situations in the course of a year which it would be unwise and unfair to turn over to students. It is impossible to let immature students run everything — that goes without saying. But these limitations do not seem to the writer to make any difference in the fundamental situation, since the work of punishing infractions of rules is but one aspect of the work of a self-government association; that work is far more largely constructive than it is punitive, and where punishment must come, it is very rarely that a faculty will not enforce the recommendation made by a student organization. Student opinion is, as has been said in an earlier chapter, sound and wholesome when one gets to the core of it; and when students agree that one of their number needs something



more drastic than a reprimand and a warning, a faculty will find upon investigation that the situation deserves what the students recommend.

Men's self-government organizations are rare. That method of controlling young men students is but just coming into use and is in the experimental stage. Where in a coeducational university there is one, it should undoubtedly deal exclusively with problems of student life among the men just as the women's association deals exclusively with women's problems. But there should be a joint committee representing the two organizations which can deal with questions affecting student life as a whole, such as the honor system, the regulation of dances, class elections, etc. Young women in a coeducational institution are rarely received on anything like an equal footing in the control of college affairs; they are made vice-presidents and secretaries of classes, but they rarely receive offices which really count, nor are they put on important committees. They get the crumbs from the college table, usually making no protest, and the effect is unfortunate for both sexes. A joint committee would immensely

help the situation, and the scope of its work would increase as its possibilities come to be realized. It would be well if from time to time the dean of women and the man who holds a similar position with regard to the men students could meet with this joint committee; the result of such conferences would enlighten both faculty and students.<sup>1</sup>

The relations which the self-government association shall bear to the different groups in the community have been spoken of in previous chapters; but it may be well to summarize here the whole matter. Each hall of residence, each Greek-letter society house, each lodging-house, and each district of "town girls" is a unit in the association. Each of these units has its representative on the board, the halls of residence (as the largest groups) having three for each hall. It is the business of these representatives to report to their groups from time to time the matters with which the board meetings have dealt, to ask for sugges-

<sup>1</sup> See Appendix A for the constitution which the Self-Government Association at the University of Wisconsin has adopted, together with the model set of house rules it presents each fall to halls of residence, sorority houses, and lodging-houses for adoption by the residents.

tions with which the board might concern itself, and to see to the enforcement of the rules which have been adopted. In most cases the house president will be the self-government association representative, and will thus add not only to her duties, but also to her authority. Members of the association who are not on the board may be drawn in for committee work, such as that required in organizing a vocational conference, or for serving at teas. Indeed, it is a *sine qua non* of the success which an association must achieve that its ramifications be as numerous and far-reaching as possible.

The relation of the dean of women to the association must be intimate but not dictatorial, advisory rather than mandatory, cordial but not familiar. The officers should be sure of her coöperation, be convinced that her knowledge of self-government associations is larger and wiser than theirs, and be keenly aware that she will give them her support, but will not under any circumstances take the helm and run the organization. It is a matter for the dean to decide in the light of the situation as to whether she will attend board meetings or not.

The writer attends only when she wishes to present a matter to the board or has been asked to be present. Students discuss more freely and feel their responsibility more keenly when they are left to conduct their own meetings. The dean of women can do far more in informal conference with a committee than in open meeting with a whole board or an entire organization. She should, however, be so closely in touch with what is being done in the women's colleges and in other universities that she is ready to suggest new activities which the self-government association may well assume, or old forms which might well be eliminated.

The activities of an all-inclusive organization like a self-government association are only limited by the time and strength of the officers and members ; but there are certain inescapable obligations which must be assumed. For instance, the first week of college brings an influx of new students, most of whom are inexperienced, eager, a little embarrassed and a good deal at sea. The majority are freshmen ; but in our state universities, especially where the normal schools are equipped to do two years of college work, a large number will en-

ter as juniors. If the junior adviser system is in use, and the Young Women's Christian Association is active, many of these new students will have received letters during the summer soon after their applications for entrance have been received in the registrar's office, which will contain offers from old students to do anything in their power which may render easy to the newcomer the days of registration and of getting settled in lodgings and classroom. Sometimes these new students ask to be met at trains, and to be conducted to the university. The local or college Young Women's Christian Association should always see that a woman is employed at the railroad stations both night and day during the opening days of the semester to look after incoming women students; but even if that be done, older girls may be most helpful to incoming freshmen if their aid is asked. The dean of women will always find seniors who will be glad to help in her office during registration days, acting as guides to the new students in finding where they are to live, in ascertaining the location of university buildings, and in introducing them to their faculty advisers. Every

afternoon during these opening days the self-government association may serve tea in the women's building, where the upper-class students bring new students to meet one another and get into touch with the community side of college life. The dean of women will always attend these teas and will often speak informally at that time. Thus all the machinery for getting freshmen into the spirit of the university and for enabling them to get the most out of their year will be set in motion at once and altogether.

Throughout the year, usually once a month, the self-government association may give an informal tea to which the girls may come from laboratories and classrooms, when there may or may not be a short informal program, but where girls from all the different groups may mingle freely and with a spirit of good comradeship. Such hospitality is productive of results out of all proportion to its slight cost and the small amount of effort involved in carrying it out. These teas are paid for out of the small annual fee which each girl must pay, and therefore all girls feel free to attend. These teas should be announced to each house

and each group through its self-government association board representative, thereby insuring a thorough advertisement.

Another form of activity which a self-government association may carry on is the conduct of half a dozen "girl-parties" during the year. That is, parties to which girls alone are asked should be one kind of social activity receiving encouragement from the women students' organization. At the University of Wisconsin there are four of these parties during the year: a costume party on the Saturday evening nearest Hallowe'en, another in the spring on the Saturday evening nearest April first, and a matinee dance on a Saturday afternoon in each semester. Girls come out to these parties who never attend any other, and the most sober-minded frolic about in astonishing fashion. Through such devices the separate life of the women students may be fostered, and from a temporary interest aroused in an organization, because it provides a new sort of social diversion, may grow a thoroughgoing coöperation in all its work. The point is to arouse a belief in the association and what it stands for; after such a belief is implanted,

working in and for the organization is a matter of course.

We have spoken above of the junior adviser system. This is a scheme adopted to insure the dean of women the coöperation which upper-class women may give to the work of assimilating new students into the whole group, as well as to develop in the older students a sense of responsibility toward newcomers in the community. The incoming junior girls are asked to send their summer addresses to the chairman of a committee appointed by the self-government association, if they are willing to act as advisers to one or more new girls. Juniors are asked instead of seniors, because the latter carry all the heavy offices in college and because they have ordinarily heavy seminar and thesis work to carry throughout their last year. Moreover, juniors need training in assuming responsibility more than any other group of students; they are ready and eager for it, they will take it in various clubs and organizations in any case, and it is well to capitalize their enthusiasm for the university as well as for their personal interests. Each junior who has signified her desire to advise



a freshman or two will have sent to her the name and home address of her "advisee," if the information can be obtained by the dean's office before college opens; otherwise the junior will be notified as soon as the freshmen have enrolled. The junior adviser goes at once to call upon her "advisee," offers her services in any way possible, and is supposed to escort her to the teas and other college functions of the opening days. If the freshman is not getting out of her experience what she should, if she is making herself conspicuous in the community by loud dress or noisy conduct on the street, or if she is not getting hold of her classroom work, — in such crises the dean of women and the junior adviser may together be able to help her out.

The junior adviser system is not ideal; it frequently breaks down after the first six weeks of college; but even so it serves its purpose. The first days and weeks of a girl's college experience are the most crucial, and all forces in the community should be made to coöperate in order that students may be headed in the right direction and not jeopardize their whole college careers by some piece of nonsense in

the beginning. Young women are naturally conservative in matters of conduct, and the girl who wishes to be conspicuous by reason of her behavior is the exception. Nearly all college girls care above everything else to stand well with those whom they consider leaders in the community; and they therefore prefer to be told at the outset "what is not done" in the community, rather than to be allowed to blunder along until they have gone too far to retrieve themselves with the very leaders they had hoped to know best. The junior adviser system cuts down the number of such tragedies — for such they are to many a freshman. Much that has been said above applies with equal force to new students who are not freshmen — especially to juniors from normal schools and other colleges or universities. The largest accretions of new students are either freshmen or juniors, and for the latter juniors are better advisers than seniors, since a student will take advice more kindly from a member of her own class than from some one who is but one year beyond her in college experience. Juniors and freshmen naturally affiliate, as do sophomores and sen-

iors; it is well to take advantage of these natural groupings rather than to try to create others.

Some universities use a "calling system" instead of a junior adviser plan. The writer has no information which would show such a system in successful operation. Paying calls is a futile business in any walk of life; but its artificiality and general ineffectiveness in the matter of making friendships are nowhere more apparent than when it is in use in a college community. Very few students in a state university have been given over to calling before they came to college; they have little time for social life of that kind, and they feel its insufficient basis in any large conception of social life. The very informality of college life is a great part of its charm, and formal calls do not fit in with its tenor or aims.

Besides developing a social life among the women students, creating public opinion, and regulating standards, a self-government association has another valuable form of activity. Where there is a loan fund, every girl should be interested in contributing to it; and an association of women students would naturally

be the channel through which such contributions might be made. Each year some special function might be given with an admission fee, the net proceeds of which are to go to the loan fund. Such an association ought also to offer each year a scholarship of say \$125 to be awarded on the basis of classroom work and the need of assistance. This scholarship may come out of the annual dues, or may be provided for by a special function; but with the present plethora of social functions, whatever can be provided for out of annual dues should be cared for in that way.

The last form of activity in which the self-government association interests itself is the vocational conference, which has been discussed in a previous chapter.

One final word remains to be said as to co-operation among self-government associations, women's leagues, or whatever grouping one may use to accomplish the object deans of women have in view when they foster organizations which shall include all young women registered in a university. The Eastern women's colleges have for a number of years had an intercollegiate self-government association,

where representatives of each organization might meet once a year at some one of the colleges which hold membership in the organization; at these meetings the problems which all have to meet have been discussed with mutual profit. The representatives of the Self-Government Association at the University of Wisconsin asked permission to go to the Eastern conference as visitors in 1912, and the following spring invited delegates representing the state universities and coeducational universities in the Mississippi Valley to meet in Madison to form an organization similar to that which they had attended. The problems which state universities have to meet are quite different from those with which segregated and privately endowed women's colleges are concerned; and while even among themselves these state institutions vary greatly, there are nevertheless certain limitations, certain elements of strength, and certain ideals common to all. The meeting in Madison was the means of forming a permanent organization; the second meeting was held at Indiana University in the spring of 1914, and these annual conferences promise to be as vital in assisting

their members as they are in their relation to the work of deans of women. Coöperation within each state institution, and with every other like university, is a good concrete lesson for young women to learn and to carry forth into the outside world.<sup>1</sup>

<sup>1</sup> See Appendix B.

## CHAPTER VI

### THE SOCIAL LIFE OF STUDENTS

OUR American colleges have no apparent need for the adage, "All work and no play makes Jack a dull boy." On the contrary, a visitor to most college communities, especially if co-education is the policy of the institution, is struck with the casual way in which the intellectual work is viewed by the average student, and asks himself how diplomas are ever granted or earned. Every college feels the same conflict between the requirements of the curriculum on the one hand and the demands of the so-called "extra-curricular activities" on the other; but the struggle is naturally greatest and most difficult to deal with in the coeducational institution. There young men and young women are residing in the same community, having come from every part of the country and every town in the State; the opportunity to widen one's acquaintance and enlarge one's social experience is probably greater for most students than it has ever

been before, and the temptation to social diversion is well-nigh overwhelming. The men students carry on among themselves about the same activities, political, athletic, and social, which are common in men's colleges; the women students have the sort of activities (but probably fewer of them) which are the order of the day in women's colleges; but besides these there is the whole realm of diversions in which both men and women take part. The situation is thus made at least one third more difficult to handle. Where a young man or a young woman may take a better social position (better in his or her own judgment) for less money and get more fun for the outlay than elsewhere, one must be more than human not to do it. That is the situation at present in our coeducational institutions. The report has gone abroad in the land that going to college is more fun for your money than any other kind of diversion, and the tidal wave of irresponsible joyousness which comes surging each fall into college towns presents a problem which may well make the hair of administrative officers stand on end. Vaguely and incidentally many of



these irresponsible students want the education which the college gives; but there is no such eager passion for, no such single-minded devotion to, learning as was characteristic of university student bodies forty years ago. The number of students who want first of all the education which the institution affords is probably greater than it was earlier, but this element of serious-minded students seems sometimes to be put into the background and nearly swamped by the large aggregation who "come for the college life."

Yet the social life of students must always be subordinated to the demands of the curriculum. The college is not primarily a social settlement, nor (as one witty college president has remarked) a country club. It is a place for mental training and discipline, and for the implanting of all sorts of high ideals. To its fundamental purpose each institution must adhere; it must put that purpose into concrete form, in definite language, and having made clear its purpose, it must set about achieving it. By keeping their vision clear and their convictions strong, administrative officers must keep the institution on the right

track, headed the right way. Each will have different problems to meet and different solutions to offer; but the aim of all will be in the large the same. The plan of insisting upon specified "weighted averages"—that is, of averaging all studies of each student according to the number of credits involved—before a student may take part in any activity has proved a spur to many weaklings. When the weighted average to be attained is set high enough, the plan is a good one, although it is surprising and disconcerting to hear rumors that an athletic department is urging instructors to be lenient in marking those young men and women who play at strategic positions in college games. Most institutions put students who are not feeble enough to be dropped, but who for any reason are not doing satisfactory work in the classroom, on "probation"; and no college whose standards are worth anything will permit a student on probation to take part in any college activity, whether as officer or as member of a team or on a cast for a play. It is clear that a student ought to be made to understand that he must do his work with at least a fair degree of suc-

cess before he can go into organized play; and that unless he conforms to this rule he cannot choose his sports. There is a breakdown in character involved many times in letting students neglect the things which are hard and which mean hours of drudgery, substituting for the satisfaction of a hard task accomplished the indulgence in easy decision and the evasion of what is manifestly one's duty.

Another method of regulating indulgence in outside activities is by the "point system." This mode of regulating student activities originated in the women's colleges of the East. By this method a certain arbitrary standard, say twenty points, is set up as the maximum which a student may take in any one year. The different offices in student organizations are then rated on a scale which will vary according to the work involved in the position. For instance — the president of the Self-Government Association will find her office rated at fifteen points; the president of the Young Women's Christian Association at fourteen points; the president of the Women's Athletic Association at twelve points; other offices will

be rated at ten, eight, or five points, with small committee places at one or two points. Thus a student finds the number of offices she may fill automatically limited. The reason for the development of such a system lies in the fact that after the students who are on probation and those who fall below the weighted average have been weeded out, there remains a great mass of students who are mediocre and go into only one or two kinds of play; and a comparatively small group who are capable and able both inside and outside the classroom. Some of these students fall by the wayside because they keep up their studies to a high average and do besides all the work in administering college activities which their mates may urge upon them. Others would do good work in the classroom if they were not known to be so good along lines of play that they are constantly drafted into this and that organization, and because of superior executive ability assume at once a prominent position. The point system is destined, as has been said in a previous chapter, to meet two situations—to prevent a few students from being overburdened by reason of their ability in conducting

outside activities, and to draw into such activities a larger number of students in order to distribute the labor and give more students whatever value there may be in conducting or assisting in them.<sup>1</sup> If the point system can be carried out, it does much good; it can be put and kept in motion by a committee of the self-government association, or by the senior honor society if that organization be made up of heads of all the student activities.

But the most potent method of regulating extra-curricular activities is by maintaining a high standard in the classroom, a rigid system of marking written work, examinations, and "quizzes," and a vigorous administration in enforcing conformity to these standards. The state university here labors under peculiar difficulties; it must at no time make its freshman work too far beyond what the average high school in the State can accomplish, and it cannot too vigorously weed out poor students. Its danger is in encouraging something even below mediocrity, and, in doing justice to the average student, to do an injustice to the better students. Possibly the state uni-

<sup>1</sup> See Appendix A, pp. 233-34.

versity labors under no greater difficulties in the matter than does the privately endowed institution; the remedy is the same in both. The classroom work should be carefully graded, each year's task being harder and requiring more real power than was involved the previous year. Students should, moreover, be held rigorously to a satisfactory performance of their programs. Whatever time one can spend beyond that in legitimate, high-grade play which shall refresh and not exhaust him, which shall develop his social side without lowering his standards, he is entitled to apportion as he will. Young women and young men should be measured exactly alike in this matter.

After the individual's social activities have been cut down to a normal amount, there still remains to the administrative officer the problem of the kind and standard of activities which are in vogue in the community. Eliminating athletics and literary societies for the time being, what other kinds of diversion are most numerous? College administrators and college faculties whose tastes are refined and cultivated are constantly offended and embarrassed by the low-class vaudeville, the low-class

so-called "musical comedy," minstrel show, or circus which students put out as worthy their attention and as representing college dramatic activities. The college publications which students edit, especially their alleged "funny papers," are as a rule not worth the time spent on putting them out. The level of college productions must be above that of the world outside, if they are to be worth while either at the time they are produced or as a means of cultivating student taste. In this regard men students are the greatest sinners; but it is discouraging to see how women students in coeducational institutions ape their brothers in getting up plays or editing special editions of college papers, and fall short of the standards which their sisters in women's colleges achieve in similar tasks. There is so much good clean fun in the world, there is such a wealth of good drama in the market, and such real literary ability among students, that the case is clearly one of low standards and by no means one of lack of power. The time is ripe for a definite campaign to educate student opinion. There should be a joint committee of faculty and students which should

*visé* plays and publications, but better still should work out some constructive program by which student opinion can be formed and student ideals raised.

The social life in a coeducational institution will be and should be of three sorts: that for men alone, that for women alone, and that for men and women together. The joint committee of faculty and students should take cognizance of that fact, and while it will concern itself most with the third kind, leaving the second to the immediate care of the dean of women, and providing some means of helping the first, such a joint committee will necessarily include in its large plans all three sorts.<sup>1</sup>

Besides being assistant chairman of such a committee, the dean of women should be the leader (behind the curtain) of the social life which concerns the women students alone.

<sup>1</sup> A committee with this purpose has just been inaugurated at the University of Wisconsin after months of thought and labor on the part of a special committee of the faculty appointed for the purpose of formulating a plan. The report accompanying the plan when it was presented to the faculty is in Appendix C. It is intended that the subcommittees under this plan shall where possible be joint committees for conference with students, and be the means of raising and refining standards.



The object of their separate social life, as she conceives it, will in its narrower sense endeavor to develop among the young women real friendships on deep and broad lines. As has been said before, women and men do not judge women by the same standards; and unless a definite effort is made to cultivate a young woman's ideal of what is the finest and best type of her own sex at her own age, she is too apt to accept unquestionably the standard by which young men gauge her—by her social availability. The Greek-letter society and the hall of residence help to cultivate these friendships among women students, especially if their attention is drawn to the matter and they are brought to serious thought over it. Other ideals which are to be cultivated if we use social life in its more restricted sense are the development of courtesy and of a social ease which comes from consideration and thought for other people's comfort and happiness; the growth in power of adaptability, of ease and grace in getting on with people. College students are prone to exaggerate the value of being what they call "a good mixer"—that is, a person who can be on good terms

with any and all people on very short notice. The possession of a magnetic personality is not to be despised, for it is heaven-given; it is the most potent element in making a "good mixer"; but when it is used simply to be "hail-fellow-well-met" with Tom, Dick, and Harry, it is being brought to ignoble uses. Some young men and young women are discriminating in their tastes, exclusive in their tendencies, reserved and diffident in the matter of giving their affections; they are among the joys of many a teacher's life. But to the average American college student, they are the "snobs," the socially unavailable. A wholesome, deep, and broad social life ought to have room for all kinds, tolerance for all sorts.

Another thing a dean of women must try to cultivate is an appreciation on the part of the women students for what is in good taste and is suitable in the way of entertainment and hospitality. Here and there student social life is apt to degenerate into an elaborate, vulgarly ostentatious display in which money is squandered, good taste offended, and no really vital purpose subserved. It is not, perhaps, to

be wondered at when one reads the society columns of our metropolitan papers and sees what is evidently considered worthy of being chronicled. It never occurs to the uninitiated that there is in every city and in many a town a delicate, refined, cultivated, and uplifting social life among small groups which is not of the sort which editors of the social columns commonly know or care for, and to whose participants a newspaper notice would be an impertinence if not an affront. When a Greek-letter society tells you that it has to give, once a year at least, "a big blow-out," you can depend upon it that they have designated precisely and picturesquely the sort of social function which they are concocting. Most groups which occupy a house give once a year an "omnium gotherum" for the faculty; and neither hosts nor guests have a good enough time or acquire enough better acquaintance to pay for the sherbet consumed. Small informal affairs where dress and refreshments are simple, where there is some real conversation or healthful dancing, would meet the situation far better. Dinner dances, formal luncheons, and huge receptions are out of place and of

little use to college students. But the whole matter is one of gradual education, not only of the college community, but also of the world at large; for college students are but aping what they regard as "elegant" and "good form" in the social world outside the college walls. Until the social life of towns, cities, and rural communities is simplified and reconstructed on broader ideals, we shall continue to see its pettiness, its vulgarity, its ostentation, and its lack of reality reflected within our colleges and universities. The point is that we must do what we can to inculcate different standards and foster different ideals among those young men and women who are to go forth into these communities as leaders of the social, moral, and intellectual life. The task looks hopeless; but we have to believe it is not.

When one considers the social life of the women students in the broader sense,—in the sense of bringing to each young woman a vital consciousness of her membership in the different social groups with which her life is concerned, whether that group be the family, the church, the school, some economic unit,

the civic community, or the State,—there the dean of women has her largest and most appealing task. To this task all the organizations lend themselves, and in their ranks is the social sense in its large meaning developed. Social responsibility is taught and fostered by training as an officer in a self-government association, on its board, as house president, or on committees for raising loan funds or scholarships, or planning the vocational conference. Selfish individualism is broken down and the social sense awakened by such work and by the experience involved in doing it. If in connection with some organization, such as the Young Women's Christian Association, work may be undertaken under competent direction among young girls in the city who need young women as friends, or who are on probation because of truancy or some other reason, college students get a laboratory course, so to speak, which will fit in with their courses in social science and economics, to say nothing of their insight into problems with which they will later deal in their teaching or in their home communities. This work must have in view a clear aim,

must be done under direction and not under the impulse of an ebullient enthusiasm alone, nor must it consume all of the student's emotion, energy, or time. A sense of proportion is a good thing to learn at any time if one is not born with it; and college communities are past-masters in teaching it if they put their minds on it. About the most fundamental thing a college does is to develop standards of judgment with which one may measure literature, art, drama, music, and people; and to train by these standards to see clearly what is essential and what is not, what has value and what lacks it, and out of many things which are worth while, to select what is most highly to be prized. Thus a sense of proportion will be acquired and developed, and the student bettered for all her life.

Every dean of women has to confront a peculiarly difficult problem in the small group always present in any institution large or small — the “unsocial students.” By an “unsocial student” is meant one who has no realization of social responsibilities, has no social sense, and often is sublimely unconscious of the fact. This student takes no part in the outside ac-

tivities of her mates, refuses invitations if they are personal, and ignores them if they are general, treads a beaten path between her lodgings and her classes, and prefers solitude at all hours. If this unsocial attitude arises from an abnormal shyness and bashfulness, it is possible to overcome it by placing such a student in a hall of residence or a large lodging-house where older students may, under the direction of the dean of women, set about forming friendships with their diffident house-mate. If, as more often arises, poverty lies at the root of the trouble; if the unsocial student is working for her room and board, and pride prevents her from entering into the community life; or if, by reason of outside work which weighs too heavily, fatigue prevents any interest in play—then the solution is harder to find. The coöperative dormitory will take care of many such girls; indeed, its greatest value lies in the hearty good will and spirit of mutual helpfulness with which the house ought to be permeated. The temperamentally unsocial student will be out of harmony anywhere; but the girl who is unsocial because of untoward circumstances can be

taken out of herself in a house where each has her share of responsibility in developing home life and spirit among her group. Another way of reaching the unsocial student is through the junior adviser system. The junior adviser should lay deliberate siege to the unsocial girl, should ascertain her outside interests if she has any, and divine the inner desire which every girl possesses for some sort of gayety; with this information she should procure for her "advisee" membership in some group. A junior can do far more for such a girl than can any administrative officer; but it is the business of the dean of women to find out who are the unsocial students and set the machinery in motion which will take them out of themselves. Through her connection with the employment work, with the vocational guidance and with the whole question of student self-support, a dean is most likely to come in contact with the unsocial student; it is one of the problems as well as one of the satisfactions which that particular phase of her work may bring.

One of the questions which arises more prominently in state universities than else-



where is, How shall new students be assimilated into the whole student body most quietly and effectively, and student traditions be thus preserved? In the University of Wisconsin the percentage of new students was, in September, 1913, forty-five per cent of the whole number enrolled. These figures mean that nearly one half of the whole mass is new material to be kneaded in as rapidly and blended as completely as can possibly be done. It is very hard to preserve continuity of policy and conserve the best traditions of college life where fifty-five per cent or a little more than half the students have to do that work. The largest single accretion will be the freshman class, and here the junior adviser system is of great assistance. The self-government association, with its large board, made up of leaders in each group, and with its manifold activities dealing with many phases of student life, is also a potent factor in solving the problem. If, under the auspices of this all-inclusive organization, an organization of the freshman girls can be effected whereby they come to know one another, and to fall unconsciously under the influence and leadership of the

strongest girls in their class, another aid may be invoked. In the University of Minnesota and in the University of Wisconsin such organizations have proved helpful. In the University of Wisconsin the freshman girls, organized in 1912, in 1913 gave their name to the new freshmen and took another as sophomores, in 1914 these sophomores gave their name to the incoming sophomores, and took a new name as juniors, while the incoming sophomores gave their freshman name to the incoming class. In this way the class which entered in 1912 has formed each of three class organizations, so that now all but the seniors have their own society. The plan is too new to have been tried fully, but it is worth continuing. One of the grave faults in the large universities is the lack of class spirit which is manifested both among undergraduates and alumni. One has but to contrast the class reunions of such institutions as Harvard and Vassar with those of any state university to realize the significance of this lack of class spirit. Such organizations as the ones just described, which include all the women members of each class, ought to be of great value

not only in making known to one another all the undergraduates who entered or are graduated in the same year, but ought to be productive of friendships and of loyalty which will bear fruit in alumni associations. Administrative officers are impressed over and over again with the literal-mindedness of young people, of their lack of imagination, and of the consequent necessity with which institutions labor of making concrete, wherever it can be done, the symbols of loyalty and of high-minded coöperation.

Another mode of assimilating into the student body the group of freshmen would be by a series of freshmen convocations. Most of these ought to be conducted by faculty members, but one at least should be under the auspices of the self-government association. Attendance should be required of every freshman, and the meeting should be addressed by the presidents of the more important student organizations and also by the dean of women. In this way the larger ideals of the community in so far as the women students are concerned may be emphasized. At the close of this convocation, the freshman girls' organization can

be formed. At the other convocations both young men and young women will be present ; here large matters of student ethics and discussion of the various aspects of college life may be brought out. It is of the utmost importance that students should be started in the right direction at the outset of their university career. These young men and women come full of enthusiasm, of eagerness, of good spirits, of a new sense of liberty — all of which should be immediately capitalized for good and not let run into foolish or evil courses within a semester. Parents do not realize their responsibility in implanting ideals and developing character before their children reach college age ; but they quite rightly hold the university responsible if no progress is made in moral as well as intellectual growth during four years' residence under the college roofs. Home and school have to work together in the years before college ; home and college ought to coöperate in moulding and developing undergraduates.

One last word as to how a dean of women may help further in raising the standards of student opinion. At the University of Wis-

consin a student council made up of the heads of the women's organizations has met with the dean of women about six times during the year for conference on student affairs. When the members of the council report to their organizations the net result of such meetings, nearly all the women students have been reached. If there were something corresponding to chapel exercises, held regularly, with the main object of their existence an implanting of ideals, a student council such as has just been described would be unnecessary. But in the absence of such exercises, any other device becomes an object of interest and of experiment.

In conclusion, one may say that the social life of university students needs compression, simplification, a different aim, and a different basis. It must be subordinated to the demands of the curriculum; it must be raised above the standard of the outside world; it should make better men and women. Any plan which will present a constructive method for subserving these purposes is worth trying.

## CHAPTER VII

### PROBLEMS OF STUDENT DISCIPLINE

THE problem of student discipline is one over which administrative officers are more puzzled than over any other. It is an axiom of all discipline, whether in the family or in the school, or — for that matter — of the State, that no legislation should be adopted which cannot be promptly and effectively enforced. Moreover, legislation of a restrictive nature must appeal to those whose conduct it is intended to regulate as being reasonable, fair, and just. One of the reasons why faculty regulations are disobeyed and evaded is because students cannot see the necessity for such legislation, distrust the spirit in which the rules were laid down, and sometimes feel that after all such laws are better “honored in the breach than in the observance.” Another reason is because many students come to college with a residuum of their old attitude toward high and preparatory school-teachers, — an attitude which holds that teachers are natural enemies, that to outwit

and circumvent them is the thing to do, and that the only misfortune in disobedience and dishonesty is the being found out. For this childish attitude — and a good deal of it survives even the freshman year in college — the home is primarily at fault. Self-control, obedience, respect as well as regard for authority and for those who represent it, courtesy toward those older than one's self, a sincere contempt for lack of integrity in any form, — all these ought to be taught in the home through years in which parents work consciously and patiently to mould the character of their children. But the home in these days is prone to leave about all except physical comfort to the schools to take care of; and the school has become far more paternalistic than it used to be in response to the pressure put upon it from all sides. Yet the school can never do what the home at its best might accomplish. Moreover, the school has the pupil for a maximum of six hours out of twenty-four, under quite different circumstances from those which prevail in the home. The teacher can never be an ideal substitute for the parent; and the work of both agencies is needed if college

students are to bring to their four years away from home the equipment in character and standards which they may in fairness be expected to have. But since neither the home nor the school does all that it might, the freshman often brings to college his immature, silly way of looking at regulations and rules. Every one who has thought about the matter feels that the best and most seasoned teachers are needed for freshmen and sophomores if they are properly to be grounded in the fundamental work upon which specialized superstructures are to be reared. But the bearing of the question upon the general matter of college discipline is not often considered. The college or university must make a definite and persistent effort to inculcate an earnest desire to do the right thing, a loyalty which regards disobedience to what has been laid down as the right thing as an offense against the whole student body, and a profound conviction that faculty and students alike have the welfare and honor of the institution at heart. Unless a real campaign of education is undertaken at once, students begin wrong, and every administrator knows how much harder it is to head off



a set of students who have the momentum of a few weeks or months of license than to win the majority of them at the very outset to harmony with what the university means to do.

The privately endowed institutions sometimes appear to find the work of heading students in the right direction much less difficult than do many state universities. In the first place, the undergraduate body of the largest privately endowed institutions is not so large as that of the largest universities. The enormous graduate body, whether in professional or non-professional schools, is what swells the numbers in the aggregate in the privately endowed institution like Columbia or Harvard. Moreover, the privately endowed institutions have usually in daily chapel exercises a forum, if it chooses so to regard it, for letting students know what their alma mater expects of them. Some state institutions do maintain chapel exercises, — for instance, Ohio State University, the University of Minnesota, and Kansas Agricultural College, — and the effect of such exercises upon the student body must in the long run have its effect in helping determine the character of its graduates. An-

other point to be noted is that the privately endowed institution can reserve to itself the right to terminate a student's relation to it at any time by simply stating that the conduct and influence of the students do not conform to the ideals of the institution. But in a state institution there are in most cases no chapel exercises, a huge undergraduate body, along with an impression that a student can be eliminated only for deficient scholarship and for grave offenses against the student body. The tuition fee is small, the state university is supported by public taxation, the student body is for the most part drawn from public high schools of all grades, and too often the feeling of parents and students alike is that the institution is bound to give those who enter its classes what they want and exact nothing from them that they do not care to give. A few newspapers will be constantly on the lookout for situations of which they can make political capital, and an administrative officer may see the patient construction of years go to pieces in a week. There is constant criticism of the freedom which students in a state university enjoy; there is no appreciation of what it

means quickly and strongly to check up and restrict conduct all along the line. Lastly, independence and courage are the best equipment under these circumstances for a dean of women ; and since a part of her work must be disciplinary, she cannot do without these qualities. But the better the institution takes care of its freshmen, the less will administrative officers be called upon to inflict punishment and mete out summary justice.

How shall the university go about "bringing up" its freshmen ? First of all, by deciding whether its method of student control shall be self-government or by faculty control. The latter is the time-honored method, the former the new departure. Faculties are not united as to which is better or more expedient, and there never was a question propounded to a group of faculty men or women which could more instantaneously divide that group into two camps. As has been said in a previous chapter, self-government has its limitations, and the final judgment must always be a faculty decision. But the principle seems to the writer a reasonable and just one ; and though faculty control is in some matters more

effective and wiser, on the whole its results are not, for state institutions at least, either so large or so permanent as are those of self-government. The whole question is as yet a matter of opinion, and every person has a right to his own judgment about it. In any argument on the subject, this much must be taken into account: that the better class of high and preparatory schools are making use of a certain measure of self-government, and graduates of schools which make use of such a system do not take readily to faculty control when they go to college. It may be that the situation is different as regards young men and young women; the latter have not by tradition or race experience been brought to have what a wise woman has called "corporate responsibility," and they have certainly found more need of a written constitution in which their rights and privileges in college are clearly defined than have men students. But it is clear that even self-government associations cannot run themselves; and faculty committees and student committees must from time to time have joint sessions if the wisest course is to be pursued.

Another thing which must be done for freshmen is to give some definite instruction as to what the institution expects and must have in the matter of honest work; that is, what will be demanded as independent work on the part of the student and what will not. The meaning and significance of plagiarism, the use and justice of quotation marks, the reasons for assigning a paper or a thesis, the kind of work which may be legitimately embodied in a group report and the kind which may not, the limit to be placed upon the kind and amount of aid one student may give another—all these are matters to be put to every single student who comes to college for the first time. One may think that parents and schools should already have taught all these things; the fact remains that they have not. It is a situation which the university confronts, and not a theory. Older teachers are prone to take too much for granted in the matter of student honesty and integrity; they forget that each class needs the same precise, detailed, and elaborate instructions which have been given to every other class. All too often the administrative officer has to meet the indignant protest on the part of the student

culprit, "Well, he ought to have told me what he wanted me to do," — "he" being the professor who has brought up the matter. Nor is the fault wholly on the part of the student. Instructors are sometimes guilty of lack of consideration for what may properly be required in other courses than their own. Half a dozen theses are called for in one semester in the several courses of a student's program; they are all to be in by a given time or they will not be accepted. "Quizzes," outside reading, theses, all crowd together, and the student rushes to put his notes into form, spends no thought on making the subject-matter his own, or assimilating any part of it, and strings together a series of quotations without giving anybody else any credit for the ideas therein expressed. Or a student gets behind in his work; under pressure he takes more help from another student than he ought. Problems are copied, laboratory results are corrected from another notebook, an answer is taken from another person's examination paper. Or the case may be pathological, in which event it is hardest to deal with in fairness and justice. Deans of women have all the fine distinctions

between honest and dishonest work brought before them, and so they become conversant with the whole large question. But there is scarcely one who is convinced that her institution does all it ought or might in the way of preventive measures.

How shall dishonesty in university work be punished? Short time suspensions—that is, suspensions for less than a semester—are pernicious; through them the student gets even farther behind in his work, the temptation to complete the semester's work by hook or crook is even greater than before, and a sullen anger over his punishment is often the only net result of the episode. Some institutions expel at once; others suspend for a semester. No administrative officer who has dealt with cases over any length of time would dream of classifying all culprits together. The reasons for the dishonesty are so varied, the attitude of the students so multiform, the kind of offense so different, that no two cases are ever just alike. Each one has to be judged by itself, and the remedy made proportionate to the disease. But a general policy has first to be determined upon: Is the institution to punish and feel that its ends are thus

wholly subserved? Or shall it undertake to educate as well as to punish? The committee which considers such cases at the University of Wisconsin has been trying for a year a plan whereby first offenses of freshmen are almost always punished by requiring the completion of an additional number of hours for graduation, by putting the culprit on probation with an instructor (often his faculty adviser) who shall require reports from the student and his teachers at stated times, and by a reprimand from the chairman of the committee or one of the deans. A second offense would in almost all cases be punished by indefinite suspension — that is, by expulsion. The plan is too new as yet to have a final judgment passed upon it; but it is in harmony with the best opinion in the country as to treating all sorts of juvenile offenses. It is, at any rate, generous to the student, and gives him the benefit of every doubt as to his intentions in the past and for the future.

An honor system would be the best plan if it were feasible. But such a system presupposes an overwhelming student sentiment which unhappily does not exist in many institutions.



Traditions have to be established and maintained for a number of college generations before such a system will be faultlessly operated. Moreover, an honor system can take no account of the fine distinctions between case and case; and must be wholly punitive. Most of our state universities are not yet ready for it. An honor system which deals only with upper-classmen is open to objection and argument; but it deserves a trial where no other scheme is brought forward. It may develop the idea not only among the upper-classmen, but also among those freshmen and sophomores who are not included in its provisions. Time alone can tell how large an improvement such a compromise system may affect.

It is worth repeating that state institutions, especially, with their very large and heterogeneous student bodies, can take very little for granted as to the standards a freshman brings to college; they must, therefore, make definite provision for setting up standards all along the line. As one college professor has said, "The university ought to be concerned in making two blades of corn grow where one grew before; but it ought to be far more con-

cerned in making two ideals grow where one grew before."

Just as preventive medicine is rightly demanding and receiving large attention, so preventive measures in universities ought to be matters of greatest concern. Professor George H. Palmer, of Harvard University, is but one of many who feel poignantly that the greatest need of state universities is for something corresponding to the old chapel exercises, where moral and religious ideals may be fostered. Many students come to college with conservative theological concepts stored up in their minds; these may not weather the storm which accompanies the awakening in a philosophy course. Others come with no definite religious ideas of any sort; they likewise run amuck after philosophy and science have aroused them. Still others are disturbed, but sink back into lethargy. The consequence is that too many college graduates are going out into the world with no interest in religion or religious things; they have a creed of social service as they call it, but whether or not there is enough vitality or spirituality in it to weather a few years of *Sturm und Drang* is an open ques-

tion. One has but to see the students crowd in to hear a man like Dr. Lyman Abbott, whom they regard as an expert on religion (if one may use the phrase), see them fill his office hours to overflowing, and learn of the vital questions they ask him, to be convinced that Sabatier was right when he said that "man is incurably religious." For theology the average student has little regard; for the fundamental truths of religion he cares enormously. The whole life of a university could and should be uplifted and spiritualized by definite services, held at specified times in specified places, for which all other engagements should stand aside. The argument is brought up in any discussion of the question that that sort of thing cannot be done formally, that each instructor must do his part in his classroom. That is all very well in theory; many persons know how few instructors are supremely fitted either by nature, temperament, or education to do such work. The point is that every student ought to get certain fundamental truths in the same way, and upon that foundation let every instructor labor to complete the good work. In their jealous fear of sectarianism, state universities

have stricken out what has been the vital, compelling force of centuries of student life — religion in its broad and deep meaning. They are to-day paying the price.

In the whole matter of student discipline the coöperation of parents ought to be a thing upon which we could count. But too often warning letters to parents bring forth no response ; a few letters bring forth anathema for the writer, and charges of partiality, injustice, and unfairness ; and still fewer offer any aid which may be desired. Parents sometimes depress a dean of women by assuming that she holds her position solely for her own glorification, that she is vindictive and small-minded, and that any decision she makes is unwise, unfair, and ought to be overruled. Parents wish to preserve their self-love, and to make a child stand forth a paragon in their home community. " But if she goes home now, the whole town will know ; can't she wait until the end of the semester ? Then we can make an excuse." Yet the university community may already know of the offense, and may have condemned it. Students almost without exception, if given the choice between with-

drawing from the university and going home, and facing a judiciary committee of a self-government association, will choose the former. They cannot stand the condemnation and sentence of their peers.

In all matters of student discipline, it may be set forth as a general proposition that whatever breaks down the standards of the classroom, as does dishonesty in university work, belongs to the realm of faculty regulation unless an honor system is in effective operation. Whatever infractions there are of rules made by self-government associations shall be dealt with in the first instance by the body which made them. Whatever infractions there are of rules made by the faculty shall be in the first instance dealt with by a faculty committee. Such a combination of faculty control and student self-control probably best meets present-day conditions. In that case the dean of women must be *ex officio* a member of faculty committees which deal with discipline; she must be closely in touch with the committee of the self-government associations whose province is the regulation of student conduct. Cases will usually be brought to

the dean of women before they are reported elsewhere; she has to decide in what realm the offense has occurred, and refer it to the proper body for investigation and decision.<sup>1</sup> If the case is one of mere rumor, she frequently has to establish the facts and through her investigation determine how it shall be disposed of. Her judgment and acumen are called upon again and again; and upon what students come to feel is her impartiality, justice, and right-mindedness in dealing with student discipline there often comes to depend the whole success of her work. Her position is greatly complicated by the fact that she holds punitive powers. The young women students always hold in awe and view with reserve an administrative officer who is also concerned with student discipline. But that is a limitation upon the position which cannot be avoided. If one is unwilling to pay the price, one should never accept the place. Her work, as well as that of other administrative officers, must in matters of discipline be punitive; but it should also be ultimately constructive.

<sup>1</sup> For the judicial committee of the Self-Government Association of the University of Wisconsin, see Appendix A, under that heading.

## CHAPTER VIII

### THE INTELLECTUAL LIFE OF STUDENTS

IF the position of a dean of women is to be of intellectual significance — that is, if a part of her fitness as a candidate is to be determined on the basis of the intellectual training and power of which she may be possessed ; if she is to have professorial rank and offer courses of such quality as are offered by her colleagues ; if, by virtue of her training, her ability, and her position, she is to be the leader in developing the intellectual life of the women students, — then she must properly diagnose the present condition of affairs and be ready to offer remedies, both immediate and far-reaching. A dean of women ought to be, as has been said earlier, so far as possible an expert on women's education in a coeducational institution. She ought to see what are the limitations under which the women students labor, how far they are permanent, and how far they can be lessened or removed. She ought to see the possibilities of the insti-

tution and of the students themselves, how rapidly and to what point they may be developed, and how that development may be brought about. She ought to know what is being done for and by the students in other colleges and universities, and decide how far the achievements of other institutions can be duplicated in her own. If she has been a member of a faculty of a women's college, if she has been a student or a teacher in a coeducational institution, if she has also been identified in some way with the affiliated women's college, she brings an important experience to her administrative office. If she has "arrived" in her profession as a teacher, by virtue of excellence in the actual work of teaching and of directing students in research, as well as by having put forth a piece of work which has won the respect of her colleagues, she is more nearly ready to take this place of intellectual leadership which it is important for the women students and for the institution that she assume. As was said in the opening chapter, no glorified chaperon is able to fulfill this function. An institution must in the first place decide whether it will limit the position and



provide merely a social leader, or raise the office to one of dignity and responsibility, and set about finding a candidate whose leadership will be intellectual, social (in the larger sense), moral, and spiritual. That it will be impossible to get an ideal person who combines all the qualities desired goes without saying ; but an institution may as well require all the equipment possible and eliminate candidates who fall below the least one may demand rather than to ask but a small stock in trade and have to take even less.

It will be evident to a dean of women who has had experience of the segregated women's college, the affiliated women's college, and the coeducational institution, that the segregated women's college has certain advantages over the other two in the matter of the intellectual development of its graduates. In the first place, since none of these segregated colleges is state-supported, entrance requirements may be set at will, and the manner in which these requirements shall be met is likewise determined by each institution for itself. As a consequence, a weeding-out process may be carried on, whereby only the better equipped

graduates of the best high and preparatory schools can enter at all. There is no compulsion upon the women's college to take any student whom it does not wish to educate, nor to retain those who do not take the work offered in a serious and thorough-going fashion. Once inside the college, high standards can be maintained, the pace set high or low as the powers that rule may determine. Owing to the isolated character of most of these colleges, there is ordinarily a closer relation between students and instructors than obtains elsewhere, though there are exceptions in all cases. Where, as is the case in Wellesley College, an instructor sits at dinner with a tableful of students, the conversation is ordinarily on a higher level than most table talk among students sitting alone. Those young women who sat at dinner for a year at a time with Miss Sophie Jewett will never forget their high privilege. It is undeniably stupid to expect ten young women aged twenty-one or less to develop any broad or deep intellectual life among themselves unless an impetus comes from somewhere outside of the immediate group. Where women of world-wide reputa-

tion throw open their houses or their rooms once a week for their pupils to come for tea and talk, there is sure to be something stimulating about it for more than one young girl. The best students of the women's college may be called "*précieuses*"; but at least their minds have been aroused and stimulated, and rarely can they sink back permanently into lethargy.

Many young women in coeducational institutions would develop just as much power were their life more simple and their standards higher. In the state university the student body will always at the outset be more unevenly prepared and the amount required for entrance will be less than in the best privately endowed colleges. This situation cannot be avoided because of the relation which the university bears to the state public school system; it is the head, the culmination of that system, and its standards can never be set too far ahead of those schools which are immediately below it in rank. It is necessary, therefore, to keep the freshman work in close touch with the fourth year of the average high school in the State. Those students who come

from the best high schools will probably find the work easier than they should and may go far too much into outside activities because they have an abundance of spare time on their hands. The number of freshmen who can be dropped at the end of the first semester is less than in the privately endowed institution, because the work of bringing up the average of the class is not yet completed. It is only fair to give a whole year to the student who is earnest, hard-working, but poorly prepared, because he comes from an ill-equipped high school with too small a force of teachers;—provided his background furnishes an eagerness for learning, though perhaps no traditions of scholarship. Just because it is necessary to be lenient and to give students the benefit of the doubt, a number are retained who have no serious purpose, who pull down the average of the classes into which they are put, and are in all ways demoralizing to the intellectual side of the work. Most of this “supercargo” can be detected and weeded out at the end of the freshman year if the pruning knife is used with equal vigor by every instructor. But once in a while a professor in a state university will

admit under pressure that his standards settle a little year by year, and that as time has gone on he has given more "B's" and more "C's," and fewer "D's," not because the quality of his classes has improved, but because he is making his course easier, and conditioning a smaller number of students. Such a situation does not make for a higher type of intellectual life on the part of an institution or its graduates.

Moreover, the freshmen in a large institution see but little of those who represent the intellectual standards of the community. Halls of residence are few or none; graduate students have usually to be excluded from them because they can fend for themselves in lodgings more easily than can freshmen; instructors live in their own homes, in a university club, or in lodgings where they can have the quiet necessary for their own work; and students are not given to calling upon their teachers even in response to a personal invitation. More than all, the social life among the students themselves is so alluring, there are so many new young men or young women to meet, that the call of these "extra-curricular activities" is far louder, more insistent, and more

alluring than is that of older people whose urbane manners are a source of embarrassment to many an awkward freshman. It is no wonder that some young men and young women regard the classroom work as the price one has to pay for being able to stay in so diverting a place as a college town; and it is human nature to pay as little legal tender as possible and get as much fun as one may. Where there are no convocations, no chapel, no vivid presentations by instructors to show why the university exists; no definite statement of what one's alma mater has a right to expect of one and what she will exact; where there is no effort made to inculcate standards where there are none, or to raise ideals already existent; where "the sideshows are allowed to distract all attention from the main circus"; — there one must pay the price in the indifferent education of students whose ability is below mediocrity.

To freshman girls living in halls of residence the obligation of mistresses of those halls is obvious. These assistants to the dean of women must themselves be women of intellectual ability, training, and interests, who will

assume leadership and direction among their groups, who will encourage good work and discourage anything else, and who will coöperate at every turn with the instructors. If in the Greek-letter society houses the house-mother is an instructor or an older graduate student, the same good work can be carried on among these smaller groups. For the young women in lodgings the dean of women and her personal assistant must be responsible.

Above the freshman year the university ought to push up standards to the point where the average student must work to keep up. For the better students more outside reading and a higher standard of written work should be required in order to absorb his best interest and also to give him the training and discipline he needs. There is sometimes too little distinction made on the part of the teachers between advanced, semi-advanced, and elementary courses. The elementary course, intended primarily for freshmen and sophomores, has little prerequisite, and may or may not presuppose after-specialization. The semi-advanced course presupposes preparation by elementary courses, more experience in handling

material, and a certain amount of specialization. Advanced courses should presuppose both elementary and semi-advanced courses with the power to attack new problems which the prerequisites should have developed.

In some institutions there is too little difference between junior and senior courses; yet if a diploma is to be the symbol it ought to be, the fourth year ought to demand a student's best powers and a large measure of his time. The setting a high standard for work, both in character and in quantity, and marking results with a high degree of discrimination and judgment, is the only way to keep extra-curricular activities in their proper place, with the right perspective and in a justifiable proportion as regards the main business of the student. Faculties as well as students have to be educated in this matter. No amount of pessimism over the situation or blame laid upon administrators is going to better conditions; the root of the difficulty lies deep, and everybody's shoulder has to be put to the wheel before conditions are materially improved.

There are various aids to scholarship in which administrative officers are interested.



The times call for all the artificial aids that can be devised. Sophomore honors, awarded sparingly for excellence during the first two years, and awarded publicly with a view to impressing the student body with the fact that the university regards as worthy of a special place any academic distinction, are incentives of proved worth. Prizes in special departments for the best translation, the best original poem or story, the best thesis, the best bit of scientific research in a seminar course — such recognitions of merit are coveted by students and held in high esteem by parents, whose coöperation we all so earnestly desire. The plan of giving degrees with distinction is meeting with success in some institutions; — that is, the plan by which students select their major at the end of their freshman year, and either at the beginning of their sophomore or their junior year (both plans are feasible) present a program for the remainder of their college course which shall embrace work of especial difficulty and of unusual breadth, upon which if they are successful, they will be asked to pass special examinations oral or written at the end of their senior year.

If they show themselves of sufficient caliber, they then receive a "degree with distinction." A Phi Beta Kappa key is the sign of general excellence in scholarship along all the lines pursued, and a mark of future promise; the "degree with distinction" is somewhat different, as can readily be seen. A student might have either or both; but in any event, both kinds of incentive are valuable. Scholarships awarded for high standings if a student is needy are also admirable. In all these aids committee action is necessary in setting conditions for their attainment and in making the final awards; upon such committees the dean of women should sit. If she knows her young women thoroughly her advice will be invaluable.

Outside of the classroom, its work, and its rewards, there lies another field of intellectual endeavor which has great possibilities and is as yet undeveloped. I refer to college literary societies. Although these societies grew up outside of the classroom, they were, nevertheless, in a real way an adjunct to the lecture and the recitation. In these little gatherings many a public speaker made his first bashful

appearance and uttered his first stumbling speech, many a politician formed his first tenets of political and ethical faith, and many a statesman laid the foundation for his future toleration of and patience with divergent views. To-day, when social service is the magic word for organizations, these little literary societies are less attractive to the average student than they were, and their roll is small as compared with that of the athletic association or the league for social service. Yet the value of these organizations is great, and the training they afford is as much worth while as ever it was. The debates, papers, reviews, and recitations may form a most profitable adjunct to the classroom work, and vivify many an arid lecture! The work must, however, be undertaken in a serious spirit; if the labor means the sacrifice of other interests, then one must be willing to make these concessions, for one of the best things one learns in college is the evaluation of what is offered for one's consumption. Programs that are made out in the summer afford an opportunity to measure one's growth, for the paper prepared in August is rarely what would be written the fol-

lowing May, so fast do the minds of college students grow. If, moreover, the programs have some continuity throughout the year, their value is greatly enhanced. With the small leisure left in the busy student life, these activities afford a great opportunity for keeping touch with current events and current literature. The members of the literary societies should be the best-read and best-informed students.

Here, too, may be real apprenticeship in writing and speaking. Women are coming more and more to be drawn upon for various kinds of public work, — on boards, on committees, in organizations, — and they must there defend their old views, construct new ones, and add their viewpoint to the sum total of discussion. Apprenticeship for their work should if possible be found in the university, and it is developed especially in advanced courses. To these courses the training of the literary society may well be added.

There is no ground for enduring friendship more fruitful than that of congenial intellectual tastes. It is Robert Louis Stevenson, I believe, who says that there is nothing in the

world so sure of making a thoroughgoing friendship as a similar taste in jokes! Certainly to be able to look at life from the same angle, to measure its humors by the same standard, to bear its sorrows with the same discipline — all these make for congeniality. And literary societies do aid this congeniality by providing companionship on a quite different basis from that of any other college activity. It was significant of the attitude of women who came to the University of Wisconsin early in the sixties, that they should not only share the classroom facilities with the men, but that they should determine to found organizations for themselves similar to those already in existence. The Castalia Literary Society was founded in 1864 to give to the women the same advantages in debate and public speaking which their brothers enjoyed. The society has had a continuous existence from that time to this, endeavoring as it may to foster intellectual life among its members, and cementing friendships which have been lifelong in their endurance.

College magazines are valuable aids to the classroom work if their standard is high and

their purpose is good. There should be at least one faculty adviser on the board of each publication, for students are not to be trusted implicitly in matters of delicacy, fine taste, and literary discrimination. College fun is apt to degenerate into horse-play, to deal in personalities, and to perpetuate the immature standards of the high-school paper. In a literary magazine there should be stories, poems, essays, editorials, and book reviews. Work done in the classroom may well be recommended by instructors to the attention of the board which makes up the magazine. If nothing worthy of publication is sent in, then the magazine would better be omitted till the right sort of material can be obtained. Students like to see their work published; other students are interested in seeing what their mates can do. But too often the college magazine is so poor that even students will not read it; it may well at that point pass into oblivion. Many colleges maintain a "funny paper"; once in a while a number will be really worth putting out. But even in the world of real journalism it is not possible to be really amusing every week, and a monthly

"funny paper" in a college cannot be maintained at a uniformly clean, amusing, high standard; where it falls below in taste and in quality, a faculty adviser ought to have authority to prevent its publication.

A college daily paper should be a record of daily events, a bulletin of university appointments and outside activities, and in its editorials give fair, trenchant criticism of university affairs whether student or faculty, as well as set before students their obligations and duties as regards the university in all its ramifications. Its columns ought to be open alike to faculty and students, so that in signed editorials and in open letters there might be criticism and current opinion set forth in a spirited fashion. Here again there should be a faculty adviser, who knows his business and theirs, working with students. If it seems wise to put into such a daily paper a résumé of events in the world outside for those students who cannot take two papers and must get all they can from one, then the news so incorporated should be carefully credited to its source, be sifted so as to be of uniformly good standard, and be a source of informa-

tion and not of degradation to a college community. Too often a daily paper edited by college students is filled up with news "lifted" from a local yellow journal, and a college officer feels he cannot send a marked copy to a friend because of the reflections which may be cast upon the institution which permits such a sheet to go out with its name and sanction upon it. Better no college daily than one which has a taint of yellow journalism upon it. If every university had its own press, the printing and often the composition of college magazines and papers could be better done and better regulated. While state printing is a coveted plum, the state university will probably be hampered in all its work of publication by the lack of such apparatus.

College magazines and papers ought to afford all sorts of valuable training for students; there should be a laboratory for more than one class, and their output should be uplifting for both men and women students. Too often the young women are neither on the editorial board nor among the contributors to these enterprises. The reason for this condition is probably partly because of lack of interest and partly



because here, as in many other phases of their university life, they let the men assume the leadership and do the work. In women's colleges all these things are done by the women students because otherwise they would not be done at all; it is lack of interest and of initiative which prevents their sisters in coeducational institutions from doing the same things. When the young women in the state university take over and edit one number a year of each college magazine and one day's edition of the college paper, they consider they have done the whole duty of woman; and even here instead of setting a higher standard of work than the publication ordinarily has and showing what they consider to be the ideals which should prevail, they usually make a cheap copy of what their brothers do, with poor proof-reading and poorer jokes. This is a severe arraignment, but it is unfortunately a true one.

What part do the dean of women and her assistants play in setting and maintaining standards in the intellectual life of the students? One of the most obvious ways is by membership on committees which work with students who are interested and taking an active part in

the debating and literary societies, of college magazines and papers, and in presenting plays and musical affairs. Faculty committees must work for hours with student committees if the education of students in these matters is to be effected. Besides committee work, there should be set clearly and fearlessly before the women students their faults and limitations as well as their virtues and achievements. Young women often have what one may call "docile minds"; they accept a lecturer's point of view without question or argument, they read and accept an author's conclusions without critical analysis, they do the reading and writing assigned, and in an examination they give back to an instructor in admirable form what has been given in lecture and conference. But there is no reaction upon the various topics, there is no additional comment, no differing in opinion from the accepted point of view. A docile-minded person may become a student of real ability; but the usual result is that such pupils do not use their minds up to anything like their real capacity. For this type of mind the lecture system is the worst possible; since by that method the student may be absolutely passive,

taking notes in a mechanical manner, reading along the same lines as the lecture with a pre-conceived point of view, "cramming" for an examination by sheer act of memory. The oral quiz helps; but until faculties can be large enough to make possible teaching and conference in groups small enough to be effectively trained and disciplined, the docile minds will be in the majority even in senior classes. The lecture system under proper restrictions can be used for upper-class men and women, but unless it is accompanied by a number of quizzes, small group discussions, and individual conferences, it fails to meet the requirements of freshmen and sophomore education. Young women especially need to be roused to use their brains and, as Professor Lucy Salmon urges, "to enjoy their minds." But no group of young women will listen to trenchant criticism of their method of work except from a person who has accomplished something worth while along intellectual lines; a dean of women who would present to young women the standards they must attain must herself be a teacher and an investigator as well as an administrator. She must, moreover, have

some opportunity to present her point of view again and again; an after-dinner speech at a senior banquet, an annual toast at a luncheon or a dinner given by some organization, an article now and then in a college periodical, is inadequate for such a purpose. Here is again shown up vividly and unequivocally the need for something that resembles a chapel exercise, where day after day, month after month, and year after year the whole question of what university-bred women can and must achieve shall be set forth for all to hear and to consider. We criticize the low standards which everywhere prevail, but we make no definite plan to raise them by a slow but steady, infinitely patient, and absolutely unswerving process. Yet the reasons for existence of the state university is the fostering of high standards especially of an intellectual kind. The trouble is that we have not the courage of our convictions; we diagnose the trouble, but we leave the matter of a drastic remedy to be decided upon and to be applied later. No one administrative officer can work single-handed; the whole machinery of the whole institution must be brought into play for the accomplishment

of the great purpose of uplifting and enlivening the intellectual life of the university till it shall illumine not only those who are within its walls, but all who look to it for inspiration even from a remote horizon.

## CHAPTER IX

### CONCLUSION

THE dean of women, her work, and her problems have been set forth in the preceding chapters. Her work has been conceived as threefold in character—administrative, academic, and social. Her problems have been presented as of two sorts—general problems of university life in which she has a concern, and special problems incidental to the life of the young women students. After such an analysis there may still come the question, “How may a woman prepare herself to be a dean of women?” The answer is not easy; yet there are certain definite suggestions which have emerged out of this whole discussion.

On the intellectual side it is evident that an advanced degree is a necessity. We have in the United States only one way of estimating certain scholastic attainments, and that is by the possession of a degree of Doctor of Philosophy granted by an institution of acknowledged standing. Men find promotion beyond

the rank of assistant professor very difficult unless they have this degree; women, who have to prove their ability time after time, find promotion with this degree difficult, and without it impossible. Furthermore, the possession of a doctor's degree must be followed by teaching which shall be of unusual excellence, and by published contributions to the sum total of human knowledge. In other words, a woman who expects to be a dean of women has to prove herself worthy to be a member of a college or university faculty, by actual achievement in teaching and writing, before she can hope to assume a place of dignity and importance as an administrator. So far as the particular field of her teaching and writing are concerned, that is unimportant. If she be the right sort of woman, she can make any field seem interesting and important. History, economics, social science, political science, with their vivid human interest, are obviously good subjects; but science of any kind, home economics, languages — any one of these fields is suitable. The vital thing is to get the intellectual training and a point of view. What one is striving for is power and cultivation and breadth of view

rather than any precise information for its own sake.

On the administrative side the power of swift judgment, a wide knowledge of college and university problems, experience in some sort of administration (whether in or out of college), certain definite opinions which one is prepared to defend with courage and persistence, an open-mindedness on many matters — these are the most important factors in making a success of one's work. Of certain temperamental qualities we shall speak later. There are every day questions put to a dean of women which require swift judgment — the sort of decision which must grow out of wide experience, the action of an analytical mind which will at once classify the individual case as belonging to a certain large category. Following these judgments must come courage to stand by a decision wisely made. There are also questions arising every day which concern other provinces besides her own; she must know what is in her field and what is not, what is hers to decide at once and absolutely, and what must be considered in conjunction with other people. But only by actual experience can



she come to administrative work of a large sort.

On the social side a dean of women should have had wide social experience, both in the narrow and in the broad sense of that adjective. She should have known many kinds of people and many kinds of human problems—not in an academic fashion, but out of experience of life. She must have run a wide gamut of joy and of sorrow; for almost as much as a physician will she have to hear stories involving long years of anguish, mental, physical, and spiritual. No young woman just out of college can take up the work as it should be done any more than could a college instructor who has lived like a cloistered nun. The more human relationships a woman has had, the better the experience she brings to her problems. She needs the specialized knowledge which work in the social settlement brings; for the student bodies, especially of our state universities, present many “first generation” problems, which need for their solution wide sympathy for many races in every walk of life. A dean of women needs also large experience in dealing with young women; if she has taught

in public schools as well as in colleges, she will be better equipped in that way. On the social side, in the narrower sense, she should have background and traditions, together with experience, which will make her at ease and acceptable anywhere. Young women are very sensitive to any lack on the part of their leader; they like to be proud of her when she appears in public, and they take a personal interest in her dress and her manners.

So many temperamental qualities are desirable that it is plain only an archangel could possess them all. Tact, patience, courage, alertness, good temper, unfailing honesty, open-mindedness, power of adaptability, willingness to compromise, tolerance, self-control — these are almost prerequisites. Where one is dealing with boards of trustees, university presidents, deans of various colleges, faculties made up of all kinds of men and women, students of both sexes, landladies of every description, parents from every walk in life, it is evident that a wide range of qualities must be called into play. Physical strength, good health, and a set of fine but wiry nerves are indispensable, for a dean of women never has time to be ill or tired.

It is evident that no woman is fitted, by these standards, to be a dean of women. But any ideal which is worth conserving is always far beyond human attainment, and the ideal dean of women has been presented, not because any dean of women has anywhere or in any place approached the desired standard, but because so many of us have expected too little of ourselves. In any conference of deans of women, where the different members are telling what they or their institutions are doing, the question arises in one's mind, "How many are actually doing what they *think* they are doing?" So also one might ask, "How many deans of women *are* what they think they are?" And it is to provide a measure far beyond any of us to approach that the preceding pages have been written.

It is evident, too, that no one person can do what a large university has a right to expect of the dean of women. No matter what other assistants she has, the institution must give her a secretary, and if the work necessitates it, a stenographer also. The secretary can do much of the routine work, especially in keeping up card catalogues, in assigning

rooms in halls of residence, in caring for the calendar of dates in the women's building, in classifying the business to be presented to the dean and to each of her assistants, in sorting out the mail and answering certain portions of it, and in taking charge of the office during vacation. It is a bad piece of economy to employ a high-priced dean and so limit her clerical assistance as to compel her to spend hours and weeks in doing what could be paid for at the rate of sixty dollars per month. She must be left free for the thought and time which must be spent upon larger problems. A secretary is absolutely necessary to a dean of women who is doing a large work in a large way. This secretary ought, if possible, to be a college graduate, with secretarial training; but she must know stenography or stenotyping, typewriting, simple bookkeeping, and the general routine of office work. She will have to be courteous, firm, tactful, not officious; she must be willing to do anything asked of her, but not assume knowledge of and power to decide questions which are not within her province. She would usually begin her work for about sixty dollars per month;

if she were a college graduate she would, perhaps, be given seventy-five dollars at first. Her salary should be advanced as she becomes more experienced, the limit being determined by her ultimate value to the institution. If the secretary does all which, if she be capable, she may find to do, it is probable that an additional stenographer will also be required in a large office. Here, again, it is easy to be "penny-wise, pound foolish," and take up for office work time which should be spent on larger problems. Deans of the various colleges in a university are generally provided with well-paid, competent secretaries long before a dean of women gets more than a half-time stenographer. This is partly because her work has been so largely personal and so little organized, so undefined and haphazard, that it seemed unnecessary to add to her budget the item of a highly paid secretary.

We have spoken of the equipment and preparation of a dean of women ; of the office force she should have ; of the assistants in halls of residence which she must be able to call upon. What is she expected to do with this equipment ? We considered in the open-

ing chapter the underlying principles of her work. With this equipment she is expected to embody these principles in concrete form. That concrete form is to be manifested in the character and aims of the young women who go forth from the institution which graduates them to do their share in the world's work. What shall we expect of these young women if they are to represent the finest type of womanhood? They must be first of all self-controlled. It is unnecessary to dwell upon the fundamental importance of this side of a woman's development. No matter what may be her human relationships, what her work in the world, what her social position may be, she must have herself so well in hand that no wave of hysteria can sweep her off her feet, no stress of circumstances break down her reserve. Mental and physical self-control almost invariably go together, and both are essential to the best ultimate development of the college-bred woman.

Another characteristic of the educated woman should be high-mindedness, both with reference to people, to art, to literature, to drama, and to society. She must have selec-

tive power based upon her training, have her standards well enough defined to make them a means of discrimination, and have power to weed out unessentials and conserve essentials in every phase of human life and endeavor. She must be truthful, honest, straightforward. She must be tolerant of another person's point of view, glad to utilize what is worth while regardless of its source, patient in setting forth her own ideas before people who are not likely to be influenced by them. It is very hard for young women just out of college to be sympathetic with the point of view of women of another generation with whom they must work on boards and committees of all kinds. Youth is ruthless and intolerant and impatient; it is so sure of itself that it brooks but little restraint. The French adage is all too true — "Si jeunesse savait, si vieillesse pouvait. . . ." But young women who have been trained to deal with other young women on self-government association, athletic, Christian Association, and other, boards and committees, especially if these groups of leaders have been constantly meeting with faculty committees, ought to, and for the most part will, acquire

these traits of character which are so essential in any large sphere of life; they are equally vital to the woman who marries and becomes a mother, and to the unmarried woman who earns her own living. The university prepares women for whatever place they are to occupy in the world, giving them an equipment which will form the basis for any future development which life may claim from them. Its aim is neither to fit especially and exclusively for marriage, nor for an independent career; it fits out the best type of womanhood, let its place be where it may.

The university should also send out young women better equipped physically than they were when they entered college. For this reason there is maintained corrective work along orthopædic and similar lines, in connection with the work of physical education. There is also where the university is ideally equipped, a clinical department where physical examinations are made at least once a year, and where diagnoses may be conducted when any acute symptoms arise. Many students come from small towns or rural districts, where physicians are not well-trained nor abreast of



the times; or their families may have been too frugal and thrifty to call in a doctor save in cases of acute illness. When such young women come to college they are often for the first time in their lives given a thorough examination, and their program adjusted in accord with its results. If the work of the physical education department is carried on as it should be, these diagnoses and recommendations will form the guiding principles upon which the physical training of the four college years will be conducted. By careful selection of teams for the various sports, by the corrective work, and by the regular gymnasium work, the whole body of young women students ought to be made more fit to carry on not only their college course, but also their work after their graduation. One of the most valuable lessons to be taught is the ability and willingness to recognize one's physical limitations, and so order one's life as to be unhampered by them. Robert Louis Stevenson's conviction, that "to renounce and not be embittered was part of a task for all that a man has of fortitude and delicacy," applies with equal force to a woman. Certainly, some-

where in a university such self-restraint must be taught.

Another aim of the university should be to develop the civic and community spirit which women acquire with less ease than men because their traditions and race experience are against it. Individualism has been women's tendency; they have been intensely subjective and personal in their point of view; their education has until very recently been dictated, as Miss Agnes Repplier has well said, by the necessities and desires of the family life with which they have been almost exclusively identified. Education to-day does not at bottom wish to undermine or underrate the virtues and graces which the earlier régime cultivated; it does seek to add to the individualistic point of view and community spirit, so that out of love for one's own child may come an intelligent interest in the whole subject of child welfare or infant mortality. It would seek to combine with a sense of responsibility for one or two poor families to whom one is bound by ties of special interest, a desire to help solve questions of charity organizations and social settlements. If a young woman has during her

university career been made aware, both inside the classroom and outside of the college community, of her inescapable obligation to bring her trained mind and unselfish spirit to bear upon questions of human welfare wherever she may meet them, she cannot fail to take her place and contribute her share to the world's work.

The ideal college woman would be a splendid product. Cultivated and disciplined in mind, superb in physique, gracious and courteous in manner, unselfish, honest, self-controlled, and tolerant, these are all part of one's conception of what college graduates should be. It is the ultimate aim of every dean of women to make as far as possible this dream come true. To that end she in reality is doing all her work. Her problems of living conditions, of student employment, of vocational guidance, of student discipline, of the social life, of the intellectual life — all these are but different aspects of the same fundamental purpose, to develop the finest and highest type of college woman. Superficially viewed, her work often seems made up of endless detail, of "odd jobs" that no one else wishes to do ;

but if her position and her conception of her position are keyed to a higher pitch, with a real theme running in and out and through it all, the result should be a harmonious whole. Then will the dean of women become an essential factor in the life and ideals of an institution which shall be in truth what it is in name — coeducational.



## APPENDIX A

### SELF-GOVERNMENT ASSOCIATION OF THE UNIVERSITY OF WISCONSIN

#### CONSTITUTION

##### ARTICLE I

###### NAME

THE name of this Association shall be "The Self-Government Association of the Women Students of the University of Wisconsin."

##### ARTICLE II

###### OBJECT

The object of this Association shall be to regulate all matters pertaining to the student life of its members which do not fall under the jurisdiction of the Faculty; to further in every way the spirit of unity among the women of the University; to increase their sense of responsibility towards each other, and to be a medium by which the social standards of the University can be made and kept high.

##### ARTICLE III

###### MEMBERSHIP

All women of the University shall be *ipso facto* members of the Association. Graduate students shall be exempt from S. G. A. dues.

## ARTICLE IV

**SECTION 1.** The officers of the Association shall be a President, a Vice-President, a Secretary, and a Treasurer.

**SECTION 2.** The duties of the officers shall be as follows:—

(a) The President shall call and preside over mass meetings and meetings of the Executive Board and shall perform the general duties of an executive.

(b) The Vice-President shall officiate in the absence of the President and shall be chairman of a committee in charge of all rooms for which the Association assumes responsibility.

(c) The Secretary shall record all minutes of mass and Executive Board meetings.

(d) The Treasurer shall collect, keep, and disburse all the moneys of the Association upon order of the President and Secretary, and shall present fortnightly and annual reports and shall be custodian of all S. G. A. pins.

## EXECUTIVE BOARD

**SECTION 1.** The four officers together with representatives from each of the thirteen town districts, the house chairman of each lodging-house, and each hall of residence, one representative of the women of each fraternity house, and two representatives from each of the halls of residence, shall constitute the Executive Board of which the President of the Association shall be chairman.

SECTION 2. It shall be the duty of the Board to carry out the resolutions passed by the whole Association ; to be immediately responsible for matters which come under the jurisdiction of the Association ; to be directly responsible for all matters pertaining to the social life of the women of the University.

SECTION 3. All rules of conduct adopted by the women of the halls of residence, the women of the fraternity houses, and the women lodging in town shall be submitted to the Executive Board which shall submit them for approval to the Student Interests' Committee of the Faculty.

SECTION 4. No woman shall be eligible to membership on the Executive Board who has not a standing satisfactory to the Faculty Executive Committees of the University.

SECTION 5. Presidents of the women's organizations in the University shall be *ex officio* honorary members of the Executive Board.

#### ELECTIONS

SECTION 1. The officers and members of the Executive Board shall be elected in April, the date and place of holding the election to be determined by the committee in charge of elections. The officers and members shall hold office for one year.

SECTION 2. The President, Vice-President, Secretary, and Treasurer shall be elected by ballot of the whole Association. The President must have previously served on the Executive Board.

SECTION 3. The members of the Executive Board



shall be chosen by the various bodies that they represent, half of the members being chosen the first semester and half the second.

## ARTICLE VII

### MEETINGS

SECTION 1. Mass meetings of the Association shall be held at the discretion of the President, or of the Executive Board, or of ten members of the Association.

SECTION 2. At all meetings of the Association, one tenth of the members shall constitute a quorum for the transaction of business.

SECTION 3. Meetings of the Executive Board shall be held every two weeks.

SECTION 4. Roberts' Rules of Order shall be the standard of parliamentary usage for the Association.

SECTION 5. Mass meetings shall be considered properly advertised if the notices of such meetings appear in the Cardinal and are posted on two conspicuous bulletin boards five days before the meeting.

## ARTICLE VIII

### FINANCES

SECTION 1. The necessary funds for Association purposes shall be supplied by the annual tax upon the members of the Association.

SECTION 2. The disbursement of the fund shall be left to the discretion of the Executive Board.

SECTION 3. At the annual election, the Presi-

dent shall appoint three members of the Association to audit the Treasurer's books and issue a statement of the finances.

## ARTICLE IX

### AMENDMENTS

SECTION 1. A two-thirds majority vote of the members present at a properly advertised mass meeting shall be required for the amendment of the constitution.

## ARTICLE X

All questions of the interpretation of this constitution shall be referred to the Executive Board, whose decision shall be final.

## ARTICLE XI

### THE POINT SYSTEM

*Object:—*

The object of the point system is threefold:

(1) To relieve the few overburdened women, who, because they have proved themselves capable, have become the logical recipients of more duties than they can fulfill without injury to their health;

(2) To insure more undivided attention and consequently more efficient performance of the several duties; and

(3) To increase the number of women who receive the invaluable training in organization work and executive ability.

*The Requirements:—*

No member of the Self-Government Association

shall at any given time carry more than twenty points, the number of points being arbitrarily assigned to the several duties according to the relative amount of work involved in the fulfillment of such duties. The schedule, the enforcement of which rests with the judicial committee, is drawn up by Keystone and subject to change at the discretion of that body.

*The Schedule: —*

President of S. G. A. . . . .	15
President of W. A. A. . . . .	12
President of Y. W. C. A. . . . .	14
Managing Editor of the Woman's Page of the Cardinal	8
University Editor of the Woman's Page of the Cardinal	6
President of Castalia . . . . .	7
President of Pythia . . . . .	7
President of Round Table . . . . .	7
President of Glee Club . . . . .	5
President of Red Domino . . . . .	5
President of Pan Hellenic . . . . .	6
President of Equal Suffrage League . . . . .	9
President of Consumer's League . . . . .	7
Member of the Badger Board . . . . .	9
Secretary of S. G. A. . . . .	8
Vice-President of S. G. A. . . . .	8
Treasurer of S. G. A. . . . .	8
Member of the S. G. A. Board . . . . .	4
Reporter on college paper . . . . .	4
Treasurer of Y. W. C. A. . . . .	6
Standing committee . . . . .	6
Other Vice-Presidents . . . . .	2
Other Secretaries and Treasurers . . . . .	4
Y. W. C. A. Cabinet . . . . .	8
Heads of sports (athletics) . . . . .	4
Dramatics, major part in play . . . . .	5
Dramatics, minor part in play . . . . .	3

## BY-LAWS

1. All girls of the University are required to leave all parties at 12 o'clock, except "formal" parties when they shall leave at one o'clock.

2. No girls in the University shall attend mid-week parties without the sanction of University authorities.

3. An annual tax of fifty cents shall be levied upon all women of the University.

4. No woman in the University shall occupy a room in a house where men are located except by special permission from the Dean of Women.

5. A bulletin presenting all activities of S. G. A. shall be published annually.

## STUDENT JUDICIAL COMMITTEE

## ARTICLE I

A Student Judicial Committee shall be constituted consisting of seven members, including the President of S. G. A., three members of the Executive Board and three from the University at large. Exclusive of the President of S. G. A. who shall be chairman of the committee, three of the members shall be seniors and three juniors who shall be appointed by the Board. Appointments shall be made on or before October 10. Members shall hold office during the remainder of their undergraduate course. Vacancies shall be filled as they occur. The secretary shall be chosen by the

members of the committee and shall keep a complete record of all its proceedings. Notice of the decisions reached by the Student Discipline Committee shall be sent immediately to the Faculty Discipline Committee, the Dean of Women, and to the Dean of the College of which the student tried is a member.

#### ARTICLE II

The Student Judicial Committee shall have original and exclusive jurisdiction in all cases of discipline of women undergraduates except in cases of dishonesty in University work and in all cases arising in the summer session.

#### ARTICLE III

In cases of suspension, the evidence with the recommendation of the committee shall be transmitted to the University Faculty through the Faculty Discipline Committee. In case of any student found guilty by the Student Committee, the Faculty Committee on Discipline shall, if within its power, carry out the recommendation of the committee, and the Faculty Discipline Committee shall immediately suspend the student until the next meeting of the University Faculty.

#### ARTICLE IV

Any student whose suspension is recommended by the Student Committee may appear before the Faculty Discipline Committee on the ground that there is evidence bearing upon the case that was

not brought out in the trial by the Student Committee. In case of such an appeal by a student, the Faculty Discipline Committee, after due investigation, shall either dismiss the appeal or remand the case to the Student Committee for hearing with its findings and recommendations thereon. When the case has been reheard by the Student Committee, the Faculty Discipline Committee shall transmit the final decision of the Student Committee unmodified to the Faculty.

#### ARTICLE V

Nothing in the above provisions for the constitution of the Student Committee and its jurisdiction shall in any way annul or limit the present right of the student to appeal to the Faculty in discipline cases.

#### SCHOLARSHIP

In 1907, S. G. A. established a loan fund to be used to assist University women to complete their course. In 1914 it was deemed advisable to change the loan fund to a cash scholarship, since it could fulfill its purpose better when given in that form. The scholarship is awarded each year to the woman whom a faculty committee thinks the appropriate recipient. In 1914 it was awarded to Vera C. Zuehlke.

There are several loan funds available for young women who need assistance and they are administered in the same way as the S. G. A. scholarship. They are in the hands of the Secretary of the Re-

gents of the University and may be drawn on to the amount of fifty dollars a year. Usually notes are given for five years with a low rate of interest and the funds are at the disposal of those who need them.

# REPORT OF THE TREASURER OF S. G. A., 1913-14

## RECEIPTS

Balance forwarded . . . . .	\$52 24
Dues and fines . . . . .	322 50
Union mixers . . . . .	93 68
Loan fund party . . . . .	106 20
From Mrs. Mathews . . . . .	13 28
<b>Total . . . . .</b>	<b>\$587 90</b>

## EXPENDITURES

S. G. A. teas and parties . . . . .	\$189 75
Printing and stationery . . . . .	112 26
Badger cut . . . . .	6 00
Scholarship . . . . .	100 00
Vocational conference . . . . .	25 85
Circus . . . . .	14 08
Conference (1912-13) . . . . .	44 60
Barnard dedication . . . . .	30 50
Badger cut (1912-13) . . . . .	10 00
<b>Total . . . . .</b>	<b>\$533 04</b>
<b>Total receipts . . . . .</b>	<b>\$587 90</b>
<b>Total expenditures . . . . .</b>	<b>533 04</b>
<b>Balance on hand . . . . .</b>	<b>\$54 86</b>

Respectfully submitted by

GEORGIA MINER, *Treasurer.*

## OFFICERS OF S. G. A. FOR 1914-15

President, Katharine Faville; Vice-President, Esther Kelly; Secretary, Helen Jane Zillmer; Treasurer, Hattie Engsberg.

The Judicial Committee—Seniors: Louise Schoenleber, Ruth Peck, Katherine Cronin; Juniors: Helena Hanson, Hattie Engsberg, Rachel Skinner; Molly Gedney, Chairman.

## SOCIAL AFFAIRS OF S. G. A.

### INTRODUCTION PARTY

On September 26, there will be given the first S. G. A. party, to which all University girls are invited. This is a splendid opportunity for both new and old girls to become acquainted and has proven a great success in previous years.

### HALLOWE'EN PARTY

The annual fall costume party for girls will be held in Lathrop Hall the evening of October 31. Prizes are usually given to the girls having the most unique costumes.

### LOAN FUND PARTY

The Loan Fund party is a dance which will be held January 16 and to which the girls invite men. The proceeds of the party are used for the loan fund.



### APRIL FOOL'S PARTY

A spring costume party is given on April 1, at which all participants garb themselves in a style which is in keeping with the spirit of the occasion.

### MIXERS

During the year, S. G. A. working with the Union will give mixers for all University men and women. Various forms of entertainment besides dancing are usually provided.

### TEAS

During the year, tea is served in Lathrop Hall on certain days for all University women. These teas are a strong factor in bringing together University girls and broadening the social spirit among them.

## WOMEN'S ORGANIZATIONS

### YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The Young Women's Christian Association is an organization whose avowed purpose is "to unite the women students in common loyalty to Jesus Christ." To this end it provides Bible and mission study classes to train the University women in the ideals and world-wide aspects of Christianity. It holds regular weekly vesper services on Sunday at 4:45 P.M., of a devotional character, at which speakers talk of the practical aspects of Christian living and belief.

Further, the Association tries to act as a medium through which young women may learn to be more intelligent concerning the general functions of good citizenship and concerning life-work possibilities along the line of social service.

And finally, the Association finds perhaps its greatest usefulness in working towards a standard of Christian living for University students themselves. President, Majorie Nind.

### CASTALIA

Castalia is a girl's literary society which was organized in 1864. The membership is limited to sixty chosen by the society. Every one is welcome to attend the programs which are held in Lathrop Hall every Friday evening at seven o'clock.

### PYTHIA

Pythia is a girl's literary society of which the membership is limited to sixty chosen by the society. Every one may attend the meetings which are held every Friday evening at seven o'clock in Music Hall. A social meeting is held once a month. President, Anita Reinking.

### ROUND TABLE

Round Table is a girl's literary society to which every woman in the University is eligible. Meetings are held in Lathrop Hall every other Friday night at seven o'clock. President, Edna Dyar.

### RED DOMINO

Red Domino is a dramatic society to which members are admitted by try-out and vote. President, Lucile Hatch.

### GLEE CLUB

The club is made up entirely of girls and meets every Tuesday and Thursday. Members are admitted by try-out and vote. Meetings are held in Music Hall. President, Ruth Ebinger.

### CONSUMERS' LEAGUE

The object of this league is to educate girls in economic conditions of the day and to work for the improvement of conditions of labor for women and children. Regular meetings are held. President, Hattie Engsborg.

### EQUAL SUFFRAGE LEAGUE

This is a chapter of the National College Equal Suffrage League which is working to secure the franchise for women. Any woman student is eligible to membership. President, Gertrude Corbett.

### THETA SIGMA PHI

This is a chapter of the honorary national journalistic sorority and was established at Wisconsin in 1910. Members are elected by the chapter in the fall of the year. President, Ruth Glassow.

### KEYSTONE

Keystone is an honorary society and consists of the Presidents of Women's organizations in the University.

### MORTAR BOARD

Mortar Board is the honorary organization composed of senior women, elected at the end of the junior year and at the beginning of the senior year. The organization gives an annual scholarship of one hundred dollars.

### EUTHENICS CLUB

The Euthenics Club is an organization composed of girls of the Home Economics department. The purpose of the club is to provide a medium of discussion for its members along lines which touch upon their work. It also holds social meetings. President, Eloise Samson.

### THE WOMEN'S ATHLETIC ASSOCIATION

The Athletic Association is composed of women interested in athletics. Members are admitted to the organization when they have attained a standard set by the executive board. Complete information regarding the association, its scope and aims, and the qualifications required for membership are given in the Athletic Calendar which may be obtained from the members of the association. President, Julia Avery.

### LATHROP HALL

Lathrop Hall is situated on University Avenue within easy access of University buildings. Its main purpose is to form the center of the social home life of the University women. To this end it is fully equipped with reception rooms, bowling alleys, a concert room, and parlors.

At the right of the main entrance of the building is the S. G. A. room, set aside for the special use of that organization. The meetings of the executive board are held here. This room may be used for study by the women at all times. The parlor is also on the first floor. This artistic room with its massive fireplace and comfortable furniture and piano is becoming more and more a common meeting place for all women of the University.

The second floor contains the gymnasium and the concert room. The latter has a large seating capacity and, with its stage, is constantly in demand for large meetings and amateur plays.

Applications for the use of rooms in this building must be sent to Mrs. W. J. Keller, Lathrop Hall.

### REGISTRATION

Every woman who registers in the University must also register with the Dean of Women, Mrs. L. K. Mathews, and when any change of address is made, it should be reported at once to her, as this is her only means of keeping a correct register of the addresses of the women of the University.

## EMPLOYMENT BUREAU

Mrs. Clara B. Flett, mistress of Chadbourne Hall, will have charge of the employment bureau during 1914-15. Women who desire employment and persons in need of student help should register with Mrs. Flett.

## THE VOCATIONAL CONFERENCE

A Vocational Conference, at which noted women from all parts of the country address the women of the University on lines of work other than teaching, is held by S. G. A. each year. The speakers are women who have been notably successful in their vocations and are well equipped to tell of the opportunities which they offer. Some of the vocations which are presented are: newspaper work, library work, secretarial positions, playground directorships, interior decorating, executive positions in business, civil service, architectural gardening, nursing, Y. W. C. A. secretarial work, and charity organization work. The plan of the Conference Committee in 1913-14 was to inquire from the women students what newly-opened fields of work they would be interested in having presented. With this as a basis, the committee attempted to get the best women in the various fields to present in detail the scope, training, opportunity, and character of their work. In 1914, over four hundred women took advantage of the enviable oppor-

tunity which the Vocational Conference offers, and it is felt that no woman can afford to miss the inspiration of this conference.

During the registration days S. G. A. will have uniformed women from the city Y. W. C. A. at the stations to give any possible aid or information to girls coming here for the first time.

To get to Lathrop Hall from either the Northwestern or the East Madison St. Paul station it is necessary to wait on the corner directly across from the St. Paul station and take a Wingra Park car going west.

### APPROVED ROOMING-HOUSES

The Dean of Women, Mrs. Keller, Miss Sherrill, and the women of the Faculty, with the co-operation of the women students themselves through their organizations, undertake to exercise such supervision and guidance over the girls in the lodging houses as will be helpful to them.

According to letters filed by the landladies in the office of the Dean of Women, prices usually range from \$1.75 to \$6.50. No room is listed which is higher than \$6.50 (for two in a room) except at Miss Gath's, where a few rooms are \$8.00 for three in a room.

Students are expected to stay in the rooms they choose for a whole semester; if the landladies so stipulate, students may be required to stay the whole year.

## HOUSE CUSTOMS OF CHADBOURNE HALL ORGANIZATION

The government of Chadbourne Hall is vested in a House Committee, consisting of a chairman, fire-captain, chairman of the social committee, the proctors of the several corridors, and one freshman.

The House Chairman shall be a senior elected by ballot the second week in May, at which time the fire-captain, the chairman of the social committee, and one S. G. A. representative are also elected. The proctors shall be chosen the second week of the school year, each corridor choosing one. Freshmen shall elect one representative of the House Committee the first week after Thanksgiving. The House Committee shall meet bi-weekly for reports and discussion and shall in all ways seek to secure the best interests of the Hall. A fifteen-minute meeting of all residents shall be held fortnightly.

Rules for the government of the Hall shall be submitted for the acceptance of the residents at the first Hall meeting of the year.

A budget to cover the expense of daily papers, magazines, and incidental expenses shall be submitted by the House Committee at the second Hall meeting of each semester. The assessment agreed upon at the meeting shall be paid within six weeks after the beginning of the semester. Explanations for delay must be made to the Mistress.

Changes in the organization or rules can be made only by a two-thirds vote of the residents.



## RULES ADOPTED BY THE RESIDENTS

Quiet hours are from 1.30 to 4.30, and from 8 P.M. to 6.30 A.M., except on Fridays, when they are from 10 P.M. to 6.30 A.M.; Saturdays, when they are from 10.30 P.M. to 8 A.M.; and Sunday afternoons, when they are from 3 to 5 P.M. Pianos shall not be played before 12 A.M. from Monday to Saturday inclusive.

Men may be received on Saturday, Sunday, and holiday afternoons and any evening until 10 o'clock. Business calls of ten minutes' duration are permitted at other times.

Parties may be attended only on Friday evening, Saturday evening, or the evening before a legal holiday and shall close at or before midnight. (This is in accordance with the general University rule.) Residents attending parties should leave their names with the Mistress, and any one returning later than 12.30 must report to her the next day. Other absences after 10 o'clock are by special permission of the Mistress.

Bedroom slippers must be worn after 10 o'clock at night.

Bathrooms must be vacated before 11 P.M.

The student laundry must be kept in perfect order. Violations of this rule should be reported to the House Committee.

Books and magazines must be left in the library unless special permission is obtained for taking them to other parts of the house.

## HOUSE RULES FOR LODGING-HOUSES

## PLEASE GIVE THIS TO A SENIOR IN YOUR HOUSE

You are requested, as soon as possible, to call the students in your house together to organize under the Self-Government Association of the University of Wisconsin. You are to choose a chairman who shall be preferably a senior, who shall serve on the Board of the Self-Government Association and after each meeting call her house together to report what has been done. If any freshman in your house, or any new student has not been assigned to a junior adviser, please let Dean Mathews know at once. The members of the house are asked to adopt the following rules, which are in force in Chadbourne and Barnard Halls, and combine the Self-Government Association and Faculty Rules :—

Quiet hours are from 1.30 to 4.30 and from 8 P.M. to 6.30 A.M., except on Fridays when they are from 10 P.M. to 6.30 A.M.; Saturdays, when they are from 10.30 P.M. to 8 A.M.; and Sunday afternoons, when they are from 3 to 5 P.M. Pianos shall not be played before 12 A.M. from Monday to Saturday inclusive.

Men may be received on Saturday, Sunday, and holidays afternoons and any evening until 10 o'clock. Business calls of ten minutes' duration are permitted at other times.

Bedroom slippers must be worn after 10 o'clock at night.

Bathrooms must be vacated before 11 P.M.

There shall be no driving after 9 P.M.

Parties may be attended only on Friday and Saturday evenings, in accordance with the general University rules, which also require such parties to close at 12 o'clock. (Exceptions to these rules are made only by the Student Interests' Committee of the Faculty.) Residents attending parties should leave their names with the House Chairman or landlady; and any one returning later than 12.30 must report to her next morning. Other absences after 10 o'clock are by special permission. Students shall not attend midweek parties except with the permission of the Dean of Women.

Students in your house may adopt any other rules for their good conduct which they see fit to lay down. Copy of such rules should be filed in the office of the Dean of Women.

Very truly yours,

KATHARINE FAVILLE, *for the S. G. A.*

LOIS K. MATHEWS, *Dean of Women.*

### HOUSE RULES FOR A SORORITY

Your sorority is asked to adopt house rules as nearly as possible like the ones inclosed which are in force in Chadbourne and Barnard Halls, and combine the Self-Government Association and Faculty Rules:—

Quiet hours are from 1.30 to 4.30 and from 8 P.M. to 6.30 A.M.; except on Fridays, when they are from 10 P.M. to 6.30 A.M.; Saturdays, when

they are from 10.30 P.M. to 8 A.M.; and Sunday afternoons, when they are 3 to 5 P.M. Pianos shall not be played before 12 A.M. from Monday to Saturday inclusive.

Bedroom slippers must be worn after 10 o'clock at night.

Bathrooms must be vacated before 11 P.M.

Men may be received on Saturday, Sunday, and holiday afternoons, and any evening until 10 o'clock. Business calls of 10 minutes' duration are permitted at other times.

There shall be no driving after 9 P.M.

Parties may be attended only on Friday and Saturday evenings, in accordance with the general University rules, which also require such parties to close at 12 o'clock. (Exceptions to these rules are made only by the Student Interests' Committee of the Faculty.) Residents attending parties should leave their names with the House President or House-Mother; and any one returning later than 12.30 must report to her next morning. Other absences after 10 o'clock are by special permission. Students shall not attend mid-week parties except with the permission of the Dean of Women.

Students in your house may adopt any other rules for their good conduct which they see fit to lay down. Copy of such rules shall be filed in the office of the Dean of Women.

Very truly yours,

KATHARINE FAVILLE, *for the S. G. A.*

LOIS K. MATHEWS, *Dean of Women.*

## **APPENDIX B**

### **THE MIDDLE WESTERN INTERCOLLEGIATE ASSOCIATION FOR WOMEN'S SELF-GOVERNMENT**

#### **CONSTITUTION**

##### **ARTICLE I**

###### **NAME**

**THE name of this organization shall be "The Middle Western Intercollegiate Association for Women's Self-Government."**

##### **ARTICLE II**

###### **PURPOSE**

**The purpose of this Association shall be to discuss the interests of the Women's Self-Government Associations of different colleges and universities for mutual help and suggestion.**

##### **ARTICLE III**

###### **REQUIREMENTS OF MEMBERSHIP**

**Any Woman's Organizations for Student Government in colleges in the Mississippi Valley giving an A.B. or an S.B. degree, in which preparatory schools are not included in the Student Government Organizations, and having an average of fifty**

or more women in the entering classes, shall be eligible to membership in this Association.

#### ARTICLE IV

##### ADMISSION TO MEMBERSHIP

An Association of eligible organizations shall be formed at the first meeting, and all other organizations fulfilling the requirements for membership shall be admitted by application to the Executive Board at least thirty days before the annual meeting.

#### ARTICLE V

##### OFFICERS

The executive power of the Association shall be vested in a President, Vice-President, and Treasurer, and a Secretary, each to be chosen from a different college.

#### ARTICLE VI

##### ELECTION OF OFFICERS

SECTION 1. The President shall be a member of the college at which the Conference of the next year is to be held. The Conference shall select by ballot the college from which the different officers shall be elected at the last business session.

SECTION 2. The Self-Government Associations of the colleges selected shall choose said officers from the incoming Senior Class, who shall assume their duties in May and hold office for one year.

**ARTICLE VII****DUTIES OF OFFICERS**

**SECTION 1.** The duties of the President shall be to call and preside over the meetings of the Association, to appoint committees, and to consult with the other officers as to the fulfillment of the will of the Association.

**SECTION 2.** The duties of the Vice-President and Treasurer shall be to assume the duties of the President, if necessary; to collect and care for the dues of the Association, and to make an annual report to the Association of money expended.

**SECTION 3.** The duties of the Secretary shall be to keep the minutes of the Association, sending a copy of those taken at the annual meeting to the President of the Self-Government Association of every college represented; to keep a list of the members of the Association; to provide the President of every college in the Association with a copy of the Constitution; and attend to the correspondence of the Association.

**ARTICLE VIII****EXECUTIVE BOARD**

The Executive Board shall consist of the President, Vice-President, and Secretary. The President shall act as Chairman. The Vice-President shall act as Secretary.

## ARTICLE IX

## DUTIES OF THE EXECUTIVE BOARD

The Executive Board shall: —

(a) Receive and decide upon applications for membership in the Association, and recommend the expulsion of any member falling below the requirements of the Association.

(b) Give, as soon as possible, a list of the members of the Association to the Secretary of the Association.

(c) Receive and present at the annual meeting of the Association amendments to the Constitution.

(d) Receive invitations for the Conferences, and present the same at the annual meeting of the Association.

(e) Provide for all other matters which belong to an Executive Board.

## ARTICLE X

SECTION 1. A Conference shall be held annually, in the month of November at a week end, the business of the meeting not to exceed a time of three days.

SECTION 2. A vote of the delegates shall be taken at each annual Conference to determine the place for the Conference the following year.

## ARTICLE XI

SECTION 1. Any amendment to this Constitution must be proposed by at least one third of the mem-



bers of the Association, and must have a two-thirds vote at an annual meeting for adoption.

SECTION 2. Such amendments shall be submitted to the Executive Board and to each member of the Association not less than two weeks before the Conference.

### BY-LAWS

1. Two thirds of the delegates to the annual Conference shall constitute a quorum.

2. The meetings of the Conference shall be conducted according to Roberts' "Rules of Order," in so far as they are applicable.

3. The Constitution shall be read aloud by the Secretary at the annual meeting.

4. The annual dues for members of the Association shall be fifteen dollars (\$15.00), payable to the Treasurer of the Association annually, not later than October thirty-first.

5. The dues shall be expended for the entertainment of the delegates to the Association at the Conference; for printing and typewriting and for other necessary expenses at the discretion of the President and Treasurer.

6. Members of colleges or schools not eligible to membership in the Association may attend the annual Conference, though not as members or guests of the college at which the Conference is held.

7. The college at which the Conference is held shall notify the Secretary of the Association of the

time of the meetings, and she, in return, shall notify the members of the Association.

8. Each member of the Association shall send to the annual Conference two delegates, who shall be its President and a student who expects to return to the college the following year.

9. Any organization of which the Vice-President or Secretary in the Inter-Collegiate Association is a member shall be entitled to send such officer to the Conference at the expense of the Association, in addition to two regular delegates; but such organization shall not cast more than two votes.

10. Any amendment to the By-Laws must have a plurality vote at an annual meeting for its adoption.

## APPENDIX C

### REPORT OF THE COMMITTEE ON EXTRA-CURRICULAR ACTIVITIES

**YOUR committee was appointed to consider the question of extra-curricular activities.**

**Broadly viewed, the extra-curricular activities form one part of the college life of the students, and the studies of the curriculum form the other part. The more prominent of the former are athletics, debating, dramatics, journalism, music, politics, and society in its various forms. The connection between curricular and extra-curricular activities is in many cases quite close (e.g., debating), but the fundamental distinction between the two requires no demonstration. Nor is it necessary to argue the point that over-emphasis on the one means under-attention to the other.**

**The problem confronting this and every other university in the country is to establish proper relations between the two, to the end that the primary claims of the curriculum may be recognized by the students, and that the extra-curricular activities, sanely participated in, may attain their proper place as an essential complement to the work of the curriculum.**

**Your committee is fully conscious that the establishment of these ideal relations between the curri-**

cular and the extra-curricular cannot be achieved by faculty enactments alone, and that a close approximation to the ideal will depend largely upon the clarification of the views of the people and the development of high qualities of leadership among faculty and students.

Faculty supervision of extra-curricular activities is at present divided among several committees. Some of the activities are promoted or controlled by the Committee on Student Interests, some by the Athletic Council, some by departments whose curricular subjects are closely related to extra-curricular activities, some by the Censor of Student Publications, some (interests rather than activities) by the Committee on Hygiene, and some by more than one of these regulative agencies. There are, of course, activities and interests which are and should be left to themselves.

The existing system of divided responsibility renders it difficult or impossible (1) to establish a more reasonable balance among the extra-curricular activities ; (2) to obviate sufficiently concentration of functions and its frequent result, the undue excitement of large bodies of students ; (3) and to organize the activities in such a way as to make them most valuable, that is, to organize them from the standpoint of the active participants instead of from the standpoint of the passive onlookers. Furthermore, the present division of responsibility deprives faculty control of a fuller prestige, which should win for it the more cheerful and prompt support of the students.

The existing faculty agencies of supervision have rendered very important services, and your committee frankly asserts the obligations of the University to the faculty members who have devoted so much time to relatively thankless tasks. Your committee believes, however, that the present committees, *because they are several and not one*, do not possess the *knowledge* of the extra-curricular activities as a whole, the *power* and the *prestige*, which the most effective faculty leadership demands.

Your committee is convinced that the correlation of the extra-curricular activities, and the placing of them under the general direction of one faculty committee, would be of benefit to the curricular and extra-curricular life of the students. The advantages at present inhering in the "division of labor" among the various committees would be preserved by the organization of strong sub-committees. The general committees would survey the field of the extra-curricular as a whole, would establish a more reasonable balance among the various activities, and would be able to introduce those reforms which escape the attention or transcend the powers of the present committees. The sub-committees would carry on the work of detailed administration.

The fusion of the Social Committee and the Committee on Dramatic and Musical Organizations, some years ago, into the Committee on Student Interests, and the work done by that committee since its organization, have brought about a praiseworthy advance in simplification and efficiency. Your committee advocates a fuller recognition of the prin-

ciple of unification and correlation which, within a large but still restricted sphere, has already justified itself in the work of the Committee on Student Interests.

In sum, your committee depreciates the existing division of responsibility and favors the appointment of one committee with jurisdiction over the whole extra-curricular domain. Subject to faculty control, and supported by a series of strong sub-committees, the committee should regulate each activity that requires regulation, should establish a more reasonable balance among the various activities, should promote the wholesomeness of the extra-curricular life of every student, and in all should foster respect for the superior claims of the curriculum.

Your committee is not aware that the whole problem could be further simplified by the faculty adopting additional measures designed to make curricular interests appeal to students, capable of scholarly achievement, who at present devote their best energies to extra-curricular ends. Your committee, however, deems the suggestion of such measures no part of its function.

#### RECOMMENDATIONS

Your committee submits the following unanimous recommendations: —

1. There shall be a COMMITTEE ON STUDENT LIFE AND INTERESTS.
2. The committee shall have jurisdiction, subject to faculty direction and control, over all the

extra-curricular activities and interests of the students.

3. The duties and records of the Committee on Student Interests, the Athletic Council, the Censor of Student Publications, and the Committee on Hygiene shall be transferred to the Committee on Student Life and Interests and its sub-committees. Subject to the modifications hereby introduced, the existing regulations shall remain in force.

4. COMPOSITION OF THE COMMITTEE. The Committee shall consist of seven members.

(a) *A chairman.* The President shall appoint the chairman, with the understanding that he shall devote the major portion of his time to the work of the Committee.

The chairman's secretary shall be competent to take dictation and to keep the records of the Committee and the sub-committees.

(b) *An assistant chairman.* The Dean of Women shall be assistant chairman.

(c) Three members to be appointed by the President from departments directly in touch with extra-curricular activities.

(d) Two members to be appointed by the President from departments not directly connected with extra-curricular activities.

5. ADMINISTRATIVE SUB-COMMITTEES. The whole field of extra-curricular activities and interests shall be sub-divided, for the purposes of detailed supervision, into five sections, namely: (1) Athletics; (2) Debating, Oratory, and Publications; (3) Living Conditions; (4) Music and Dra-

matics ; (5) Society, Politics, and Fraternities ; and there shall be five sub-committees corresponding thereto.

Each of the five members mentioned in 4 (c) and (d) shall serve as chairman of an appropriate sub-committee, and the chairman and assistant chairman of the Committee shall be members *ex officio* of each sub-committee. The remainder of the membership of each sub-committee shall be made up of such members of the faculty as shall be necessary, such members to be appointed by the President on the nomination of the Committee.

The sub-committees shall perform such duties as are assigned to them by the Committee, and their decisions shall be subject to review by the Committee.

6. The Committee shall present to the Faculty, at its first or second meeting in the autumn, a printed report on the work of the preceding year. A report on the work of the biennium shall be published in the Biennial Report of the Regents.

(Signed) G. C. SELLERY, *Chairman.*

(Six other members of the Committee.)

*March, 1914.*





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